DOCUMENT RESUME

ED 287 098 CE 048 712

AUTHOR	Whitehead, Vivian; And Others
TITLE	Transitions: Vocational Education from Jail to Community. Final Report.
INSTITUTION	Center for Correctional Concerns, Joliet, IL.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Jun 87
NOTE	109p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Advocacy; Agency Cooperation; *Career Exploration; *Correctional Education; Counseling Services; Employment Potential; Information Dissemination; *Job Search Methods; Job Skills; Linking Agents; Networks; *Rehabilitation Counseling; *Transitional Programs; *Vocational Education
IDENTIFIERS	Illinois

ABSTRACT

A project was conducted to help prison inmates in Will County, Illinois, make an effective transition to employment in the community. During the project, an eight-session, in-jail job search course in career exploration and preemployment skills and a follow-up program for jail residents in transition were developed. A volunteer target population of 20 jail residents was followed throughout their transition from jail to community and was evaluated in a summary profile report. Problem areas encountered by jail residents when making a transition into the community (especially into the job market) were thus identified. Local church and civic groups were contacted and asked to work with jail residents during their transition back into the community, and an advocate training program for citizen advocates was developed. Problems with advocate recruitment, training, and performance were then identified and addressed. Various community service agencies were contacted. Those willing to do so were linked in a network to assist jail residents in transition. A brochure describing step-by-step procedures for obtaining help during the jail-to-community transition was then developed and distributed to jail residents. Next, problems in forming a network of community agencies willing to provide job training and job placement services to jail residents in transition were identified. The bulk of this document consists of four appendixes which include: profiles of the 20 inmates forming the target population and related data; the job search syllabi for students and teachers and related materials including the project brochure; a set of product abstracts; and two participant success stories. (MN)

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TRANSITIONS:
Vocational Education From Jail to Community
FINAL REPORT

Illinois State Board of Education

Department of Adult, Vocational and Technical Education

IC 879000

ED287098

27-RG-649

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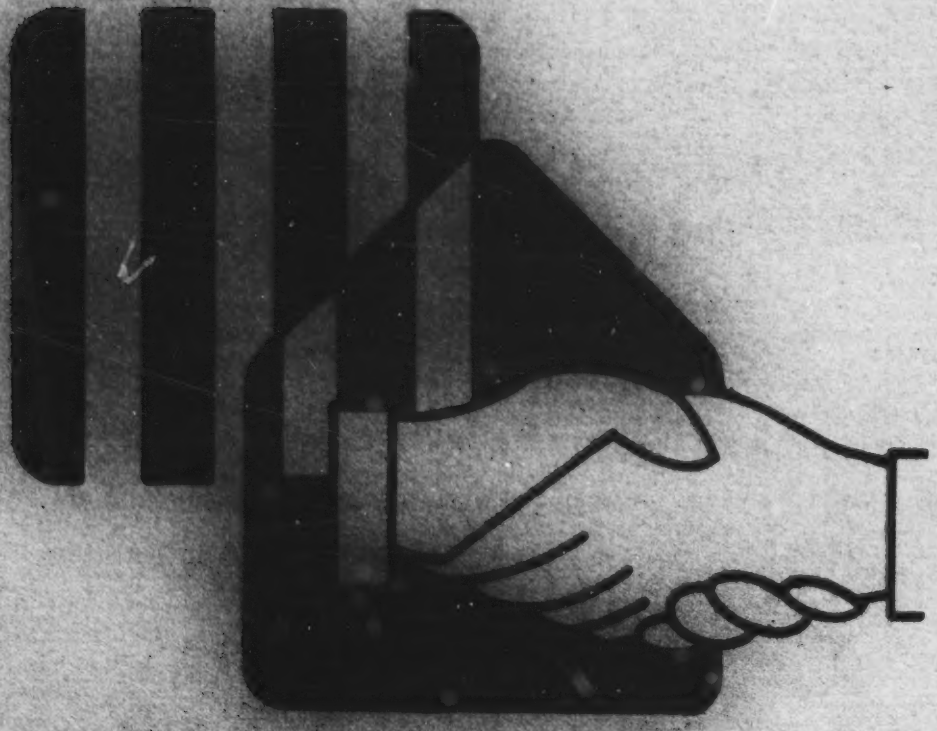

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TRANSITIONS:

VOCATIONAL EDUCATION
FROM JAIL TO COMMUNITY

FINAL REPORT

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Vocational
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Program
Improvement

June, 1987

27-RG-649

PROJECT STAFF

Administrative:

Sr. Vivian Whitehead,Ph.D.

Developers:
Sr. Vivian Whitehead, Ph.D.
Laura Munch, M.Ed
Therese Griffin, M.A.

Center for
Correctional Concerns
1550 Plainfield Rd.
Joliet, IL 60435
815-729-2662

An Equal Opportunity/Affirmative Action Employer

FINAL REPORT ABSTRACT:

OFFICIAL PROJECT TITLE: TRANSITIONS: VOCATIONAL EDUCATION FROM JAIL TO COMMUNITY

DAVTE FUNDING AGREEMENT NUMBER: 27-RG-649

PROJECT DIRECTOR: Sr. Vivian Whitehead, O.S.F., Ph.D.

FUNDED AGENCY: Center for Correctional Concerns

LOCATION OF FUNDED AGENCY: 1550 Plainfield Rd. Joliet, IL 60435

TIME PERIOD COVERED: 10-1-86 to 6-30-87

MAJOR ACCOMPLISHMENTS OF THE PROJECT:

1. designed and taught an eight session in-jail JOB SEARCH course in career exploration and pre-employment skills
2. designed and implemented a follow-up program for jail residents in transition including a participant intake registration form, progress report form, and profile information form
3. followed -up a target population of twenty volunteer jail residents during their transition from jail to community
4. evaluated the twenty participants through a summary profile report
5. identified problem areas in transition of jail residents into the community, noting particularly the problem areas in entering the job market
6. contacted local church and civic groups to explain the need for citizen advocates to walk with jail residents during their time of transition into the community
7. developed an Advocate Training Program for citizen advocates
8. identified problem areas with advocate recruitment, training, and performance
9. contacted community service agencies and formed a network of community agencies willing to provide services for jail residents in transition
10. developed and distributed to jail residents a resource list of community agencies willing to assist them in transition
11. developed and distributed to jail residents a brochure giving step by step procedures in obtaining help during transition
12. identified problem areas in forming a network of community agencies willing to provide job training and job placement services for jail residents in transition

POTENTIAL IMPACT ON VOCATIONAL EDUCATION:

1. development of a syllabus for an in jail course in career exploration and pre-employment skills suitable for use in Will County Jail, and adaptable for other jail settings
2. identification of specific problem areas in entering the job market for jail residents in transition
3. identification of problem areas in obtaining citizen volunteers as advocates for jail residents in transition, which can be a basis for further research and development
4. development of an Advocate Training Syllabus suitable for use in Will County, and adaptable for other community settings
5. development of a resource list of community agencies willing to provide services to jail residents in transition, which is suitable for use in Will County, and adaptable for other community settings
6. development of a model program for Transitions suitable for use in Will County, and apaptable for use in other community settings

PRODUCTS DELIVERED :

10 copies of the final report and the products listed below delivered to DAVTE in July, 1987

1 copy of the final report and the products listed below delivered at a meeting with the following collaborating bodies in July 1987:

Will County Sheriff's Office
Will County Regional School Office, DAVTE
Will County Probation Office
Will County Circuit Court

PRODUCTS

SYLLABUS: JOB SEARCH
SYLLABUS: ADVOCATE TRAINING PROGRAM
PROFILES AND SUMMARY CHARTS OF PROJECT PARTICIPANTS
MODEL PROGRAM FOR TRANSITIONS
RESOURCE LIST OF COMMUNITY SERVICE AGENCIES
BROCHURE: TRANSITIONS: STEP BY STEP PROCEDURES IN OBTAINING HELP DURING TRANSITION

(c.f. chart DISSEMINATION ACTIVITIES SUMMARY)

EXPENDITURE OF FUNDS DISCREPANCY:

ACCOUNT NUMBER 290: Supporting Services,(Contractual Services)

Shift of funds from Advocate needs to Printing but budgeted amount remained the same

PAID PARTICIPANTS IN ACTIVITY:

Sr. Vivian Whitehead, O.S.F., PhD.
1550 Plainfield Rd.
Joliet, IL 60435

Executive Director
Center for Correctional Concerns

Therese Griffin, M.A.
520 Plainfield Rd.
Joliet, IL 60435

Teacher, Will County Jail
Center for Correctional Concerns

Susan Shepard
1116 Home Court
Shorewood, IL 60436

Secretary
Center for Correctional Concerns

The Agency conducting this project was the Center for Correctional Concerns. This is a not for profit corporation established in 1979 as a citizen effort to address the problem of crime and punishment in the Will County community. The Center is concerned with developing a citizen response to unmet needs in the local criminal justice system. The Center provides a unique program of human support and life style intervention to the residents of Will County Jail. The Center's efforts in education and counseling offer the best hope that many of the jail people have for developing more productive lives. The project was developed by the Center, but received full cooperation of the Will County Sheriff's Department and the Will County Probation Department.

The Center has a contract for services with the Sisters of St Francis, Joliet, IL. The project director and project teacher were provided on this contractual basis.

The project director was Sr. Vivian Whitehead, Ph.D. She is an educator and administrator, and has been active in jail work for eight years.

She is an active member of the community , holding membership in several organizations including executive board membership in Community Services Council. She was responsible for the over all direction and development of the project, preparation of materials tor dissemination, and director of the target population in transition.

Therese Griffin, M.A., is an affiliate with the Sisters of St. Francis. She came to the project with experience in helping others develop job-getting skills. She worked at Libby Corporation as a director for job placement. She helped develop the syllabus for the Job Search course, and taught the course in Will County Jail.

Susan Shepard is a qualified secretary who assisted the project director in secretarial matters concerning the project.

RESOURCE LISTING:

1. Material Resources

All material resources pruchased through this project are consumable supplies used in the course Job Search

Job Data Inc. Job Search booklets
C.A.P.T. Inc. Myers Briggs Testing Resources
EDITS: Job Cluster Kit
Chicago Area Service Office Literature for Job Search participants with alcohol problems
Office and classroom supplies

2. Human Resources

Laura Munch, M.Ed.
Counselor
Center for Correctional Concerns

Laura was hired by the Center in January, 1987. She participated in the project primarily as advocate for the residents in transition, and as staff in the development of the products and conclusions of the project

Billie Terrell, MSW
Social Worker, Easter Seals
Board Member, Center for Correctional Concerns

Billie helped design the Advocate Training Program and helped identify the problems associated with advocate recruitment and retention. She acted as advocate for one participant of the project

Bill Rooney Jr.
President, WERCO Corporation
Board Member, Center for Correctional Concerns

Bill acted as advocate for one participant

Sr. Janet Tucci, M.A.
Will County Jail Literacy Instructor
Center for Correctional Concerns
Sr. Janet acted as advocate for one participant

MAJOR ACCOMPLISHMENTS AND SIGNIFICANT FINDINGS OF THE PROJECT

OBJECTIVE I: TO DEVELOP AND IMPLEMENT AN IN-JAIL COURSE IN CAREER EXPLORATION AND PRE-EMPLOYMENT SKILLS

Results: Will County Jail, Joliet IL. now offers an eight session course called JOB SEARCH available for jail residents

Benefits: Many jail residents are in transition back into the community. They need career exploration and pre-employment skills to help them find a job.

Accomplishments:
developed a student syllabus, teacher syllabus and selected material resources for the course

OBJECTIVE II: TO FOLLOW UP A TARGET POPULATION OF TWENTY JAIL RESIDENTS DURING THEIR TRANSITION FROM JAIL TO COMMUNITY, NOTING PARTICULARLY THEIR ABILITY TO ENTER THE JOB MARKET

Results:

1. identification of problem areas for jail residents in their transition into the community
2. identification of problem areas in recruiting citizen volunteers to act as advocates for jail residents in transition
3. identification of problem areas in networking with community agencies in providing services for jail residents in transition
4. identification of the need for more intensive in-jail programs for transition, especially in the area of guidance and counseling to help jail residents develop personal skills necessary for obtaining and retaining a job

5. Will County Jail now has a program called TRANSITIONS which will offer follow-up services for jail residents in transition into the community

Benefits: Meeting this objective has given us concrete information concerning the complexity of the problems in transition of jail residents into the community. It points to the urgency of finding means to address the problems.

Accomplishments:

1. designed and implemented a follow-up program for jail residents in transition including a participant intake registration form, progress report form, and profile information form
2. followed-up a target population of twenty volunteer jail residents during their transition from jail to community
3. evaluated the twenty participants through a summary profile report
4. identified problem areas in transition of jail residents into the community, noting particularly the problem areas in entering the job market
5. contacted local church and civic groups to explain the need for citizen advocates to walk with jail residents during their time of transition into the community
6. developed an Advocate Training Program for citizen advocates
7. identified problem areas with advocate recruitment, training and performance
8. contacted community service agencies and formed a network of community agencies willing to provide services for jail residents in transition
9. developed and distributed to jail residents a resource list of community agencies willing to assist them in transition
10. developed and distributed to jail residents a brochure giving step by step procedures in obtaining help during transition
11. identified problem areas in forming a network of community agencies willing to provide job placement services for jail residents in transition

OBJECTIVE III: TO DEVELP A MODEL PROGRAM IN THE AREA OF VOCATIONAL EDUCATION WHICH MAY HAVE LONG RANGE EFFECTS ON PLANNING AND IMPLEMENTATION FOR WILL COUNTY JAIL, AND WHICH COULD BE ADAPTED IN SIMILAR SETTINGS

Results:
1. A Transitions program has been established in Will County Jail
2. A Model: Step by Step Procedure in developing a Transitions program has been outlined c.f. Appendix B

Benefits: Meeting this objective has given us a specific outline of activities to follow in a transition program. It forms a basis for further research and development.

Accomplishments:

developed the products used in the program

1. Syllabus for Job Search
2. Participant Intake Registration Form
3. Participant Progress Report Form
4. Participant Profile Information Form
5. Syllabus for Advocate Training Program
6. Resource List of Community Agencies
7. Brochure: Step by Step procedures in obtaining help during transition

PROJECT ABSTRACT: c.f. Appendix C

MAJOR DISSEMINATION ACTIVITIES SUMMARY c.f. p 8

STAFF DEVELOPMENT:

1. Project Staff attended a monthly meeting with Community Services Council, a network of community service agencies of Will County
2. Laura Munch attended a thirty hour professional training program on the dynamics of sexual abuse including material on sexually abusive family systems, effects of abuse on victims, characteristics of the abuser and treatment models

PUBLICITY: Sr. Vivian Whitehead and Laura Munch gave a brief description of the project at the May, 1987 meeting of the IL.Correctional Education Association meeting at Mt. Vernon, IL.

DISSEMINATION ACTIVITIES SUMMARY

PRODUCT	INTENDED EFFECT	TARGET AUDIENCE	STRATEGY FOR DISSEMINATION
SYLLABUS: JOB SEARCH	syllabus for an in-jail course for vocational education:career exploration and pre-employment skills	jail residents teachers of voc.ed. in jail settings	copies of syllabus available for students and teachers at Center for Correctional Concerns meeting in July of project director and representatives of the following: Will County Sheriff's Office, Will County Reg. School Office DAVTE, Will County Probation Office, Will County Circuit Court. 14 W. Jefferson Joliet, IL 60431
SYLLABUS: ADVOCATE TRAINING PROGRAM	syllabus for a training program for citizen advocates willing to walk with jail residents in transition	advocates general interest groups	copies available for interested persons (contact Center for Correctional Concerns) meeting in July of project director with representatives of the offices listed above
PROFILES AND SUMMARY CHARTS/ PARTICIPANT EVALUATIONS	identification of problem areas in transition basis for further research	jail residents general interest groups	copies available for interested persons (contact Center for Correctional Concerns) meeting in July of project director with representatives of the offices listed above
MODEL PROGRAM FOR TRANSITIONS	format for a jail program in transitions	jail residents general interest groups	copies available for interested persons (contact Center for Correctional Concerns) meeting in July of project director with representatives of the offices listed above
RESOURCE LIST COMMUNITY AGENCIES	list of agencies willing to provide services for jail residents in transition	jail residents general interest groups	copies available for interested persons meeting in July of project director with offices listed above
BROCHURE: TRANSITIONS	step by step procedures to obtain help in transition	jail residents general interest groups	copies available for interested persons meeting in July of project director with offices listed above

PROBLEMS ENCOUNTERED IN THE PROJECT

1. Problems relating to the networking with Community Service Agencies

Although our local community service agencies were very willing to network with the Center in the project, agency finances limited their ability to offer effective services, especially in the areas of job training and placement. Will County has an extremely high unemployment rate, and jobs are scarce.

2. Problems relating to Advocate recruitment and retention

It was extremely difficult to find advocates to participate in the project. There was a reluctance to get involved with someone who had been in jail. Fears were expressed in comments such as "What did he/she do?", "Will he/she depend too much on me or bother my family?", etc.

The project participants had multiple needs, many of them survival needs of shelter, identification, clothing, food. It took time to walk with such persons in need, and most volunteers don't seem to have that kind of time. We had to ask our jail counselor to act as the main advocate for our participants. The concept of having a citizen advocate is a good one, but we were not successful in establishing such a program.

3. Problems relating to the Participants

Transition for jail residents presented a multitude of problems, and is a difficult task.

Many of our participants returned to the same situation that led them to jail in the first place. They faced the same problems of low self esteem, chemical dependency, unstable family life, gangs, etc. Without skills to cope with these problems that are part of their life, they found it difficult to break through the cycle in which they are caught.

Many of our participants were fearful. They did not want to make mistakes, and simply did not trust that they could make their lives any different. Some showed a lack of motivation. Many were not skilled in initiating processes of self help.

Some participants had unrealistic expectations of what could be possible for them. They wanted instant success, and lots of money.

SUMMATIONS OF EVALUATION DATA COLLECTED :

The following evaluation data are enclosed with this report:

OBJECTIVE I: Syllabus for the in jail course in career exploration and pre-employment skills APPENDIX B

OBJECTIVE II: Participants in Transition: APPENDIX A

Twenty Profiles of Participants

Participant Summary Forms:

- Education
- Alcohol/Drug Abuse
- Involvement with Law
- Employment

Problem Areas in Obtaining Employment

Employed Participants: Types of Employment

Unemployed Participants: Significant Factors

Major Employment Assistance Agencies

OBJECTIVE III: Model Program APPENDIX B

A Step by Step Procedure in developing a program in transition from jail to community

Program Components:

- Syllabus for Job Search
- Participant Intake Registration Form
- Participant Progress Report Form
- Participant Profile Information Form
- Syllabus for Advocate Training Program
- Resource List of Community Agencies
- Brochure: Step by step Procedures in obtaining help during transition

STATEMENT OF IMPACT

1. The course, Job Search, has become part of the educational program at Will County Jail. The syllabus for the course is available for adaptation in other jail settings.

2. The identification of specific problem areas in entering the job market for jail residents in transition has become the basis for a new project TRANSITIONS II: OBSTACLES TO EMPLOYMENT.

3. The Advocate Training Syllabus is available for dissemination to any groups interested in further research and development in this area of citizen volunteers during transition .

4. Will County community agencies have become sensitized to the importance of providing services for jail residents in transition. The effort toward networking with these agencies will continue.

5. A resource list of community agencies and a brochure of step by step procedures in obtaining help during transition are now available to the jail residents of Will County Jail.

6. A model program has been outlined for Transitions. It will continue to be used in Will County Jail, and is available for adaptation in other jail settings

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION I: The need to find a job is a major consideration in the transition of jail residents into the community. It is significant that 75% of the Transition participants were unemployed at the time of their incarceration.

CONCLUSION II: Most jail residents lack marketable skills for employment that is secure and has the possiblity for advancement. It is significant that the jobs obtained by the participants were low level skill jobs offering little security.

CONCLUSION III: Our present economy presents a problem for successful transition from jail to community.

Agencies exist to help find jobs, but the job market is practically non existent for unskilled persons. Also, there is still some hesitancy to hire a person who has a felony record.

CONCLUSION IV: Jail residents in transition face multiple problems in obtaining a job. Some of these problem areas are:

1. limited job skills and/or education
2. lack of positive self esteem, motivation and personal responsibility
3. unrealistic expectations of the job market
4. problems with unstable family life, relationships and other social issues
5. problems with drugs and alcohol
6. major concentration on meeting survival needs of shelter and food
7. limited mental ability
8. return to life style with gang involvement

CONCLUSION V: Once informed of problems , community agencies are usually willing to provide services to jail residents. Lack of funding prevents agencies from offering better services.

CONCLUSION VI: The community is not sensitive to the problems of transition for jail residents and fail to see the importance of citizen involvement in transition. There is a reluctance to be involved.

CONCLUSION VII: Jails ordinarily warehouse people. However, jail time is an important time for life goals to be evaluated, and motivation for new directions to be given. It is significant that nine of the ten project participants who obtained jobs have participated in more than one in-jail program.

CONCLUSION VIII: Jail residents often need assistance on how to approach agencies for help. Often an initial contact can be made while the person is still incarcerated.

CONCLUSION IX: Career information and pre-employment skills are not sufficient preparation for transition. There is a need for personal and group counseling to focus on obstacles to employment and ways to develop skills to face those obstacles.

CONCLUSION X: A most critical time in transition is the week immediately after release from jail. Advocate help is needed particularly during this time. As much as possible an outline of activities for this initial entry into the community must be made while the person is still incarcerated.

A time gap often exists between the release from jail and the provision of basic human needs. Many jail residents are no longer accepted into their family homes, or their family life is too unstable for successful transition. Temporary housing, immediate sources of money for food, transportation and clothes are needed. Even though agencies in the community will help provide survival needs, getting processed through these agencies takes time.

RECOMMENDATION I: Members of the local community including government officials, members of the criminal justice system, educators, social service representatives and all citizens should accept the responsibility of helping jail residents during transition. Tax payers often rebel against using money for persons who have committed crimes. Statistics indicate that eventually 90% of jail residents will be released back into the community, where a large majority will again be involved with crime. There is a direct correlation between the incidence of crime and unemployment. There must be a concerted effort to help find jobs for these jail residents as they return to the community.

RECOMMENDATION II : The Will County Probation Office should be encouraged to obtain available federal and state funding to develop programs that will increase successful transition of jail residents into the community.

RECOMMENDATION III: The Center for Correctional Concerns should continue to offer the course JOB SEARCH as part of its education program in Will County Jail.

RECOMMENDATION IV: The Center for Correctional Concerns should develop an in-jail vocational education guidance and counseling program to assist jail residents in developing personal skills necessary for obtaining and retaining employment. Topics for consideration in such a program would include

self esteem issues such as positive self attitude, developing and maintaining self motivation, value clarification, facing realities in life, realistic expectations, personal ownership of life , and problems with addictions.

Social issues would focus on relationship skills, and the ability to communicate in an effective way.

This program would enable the jail residents to realize that to obtain and retain employment calls for a realization of personal issues that present obstacles to employment, and a conviction that skills can be learned to help them overcome those obstacles.

RECOMMENDATION VI: The Center for Correctional Concerns should assume responsibility to inform the planners for the new County Jail of the importance of providing space for Vocational Education programs, and if possible for a job training program.

INDIVIDUAL SUCCESS STORY: cf APPENDIX D

APPENDIX A

TABLE OF CONTENTS

Twenty Profiles of Participants

Participant Summary Forms:

- Education
- Alcohol/Drug Abuse
- Involvement with Law
- Employment

Problem Areas in Obtaining Employment

Employed Participants: Types of Employment

Unemployed Participants: Significant Factors

Major Employment Assistance Agencies

TRANSITIONS
CENTER FOR CORRECTIONAL CONCERNS
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PARTICIPANT PROFILE # 1

AGE: 19
SEX: Male
RACE: Caucasion
ECONOMIC STATUS: Low middle class family.

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Divorced
FAMILY SIZE: Currently resides with father (not a natural parent) step-mother, one brother, three step siblings.
CHARACTERISTICS OF SYSTEM: Alcoholic system

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Began using alcohol at age 13, began marijuana use at age 15. Never developed into a daily user.
CURRENT USE: Drinks heavely 3-4 times per week. Often mixes marijuana and alcohol.
PAST/PRESENT INTERVENTION: Attended a 28 day residential treatment program for alcohol one year ago.

INVOLVEMENT WITH LAW:
PAST: One conviction D.U.I., one conviction destruction of property.
NATURE OF PRESENT CASE: Destruction of property, violation of probation.
CASE STATUS: Completed.

EDUCATION:
LAST GRADE COMPLETED: Sophomore year of high school.
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Expelled.
MAIN REASON FOR SEEKING EDUCATION NOW: To become more employable.
EDUCATIONAL ASSESSMENT: Received G.E.D. diploma.

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: Completed G.E.D. course and passed the G.E.D. test.
COUNSELING: Substance abuse and individual counseling.
OTHER: Completed job search course.

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: Clothing
EMPLOYMENT: Full time job
EDUCATIONAL: None
COUNSELING: Did not desire
OTHER:

EMPLOYMENT:

AT TIME OF INCARCERATION: Unemployed

PRESENT: Employed full time

FOLLOW-UP:

TYPE REQUESTED: Contact until employment was secured.

TYPE PROVIDED: Contact until employment was secured.

CURRENT FOLLOW-UP DATA:

PLACE OF RESIDENCE: Father and family

STATUS OF NEEDS:

BASICS: Met

EMPLOYMENT: Met

EDUCATIONAL: None identified

OTHER: Recommended continued counseling, participant declined.

TRANSITION SUMMARY: Participant # 1 worked with two advocate volunteers, as well as the Transitions Counselor upon his release. Initially he had contact with these three individuals several times per week. All of these contacts were initiated by the advocates or the counselor. Once participant # 1 had secured clothing and full time employment, he did not respond to any of the continued efforts to maintian contact.

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PARTICIPANT PROFILE # 2

AGE: 27
SEX: Male
RACE: Caucasian
ECONOMIC STATUS: Low income individual

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Married
FAMILY SIZE: 8 family members, 3 older brothers, 1 older sister, one younger sister
CHARACTERISTICS OF SYSTEM: Functional

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: None
CURRENT USE: None
PAST/PRESENT INTERVENTION: None

INVOLVEMENT WITH LAW:
PAST: None
NATURE OF PRESENT CASE: Aggravated kidnapping
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: 12 grade
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: High school completed
MAIN REASON FOR SEEKING EDUCATION NOW: Did not seek
EDUCATIONAL ASSESSMENT: Unknown

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: None
COUNSELING: Participated regularly in one to one weekly counseling sesions
OTHER: None

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: Food, housing, transportation
EMPLOYMENT: Full time
EDUCATIONAL: None
COUNSELING: Recommendation was made for continuing counseling
OTHER: None

EMPLOYMENT:

AT TIME OF INCARCERATION: Unemployed

PRESENT: Attending a full time paid job training program for physically or mentally handicapped adults

FOLLOW-UP:

TYPE REQUESTED: Assistance until all needs were met

TYPE PROVIDED: Assistance until all needs were met

CURRENT FOLLOW-UP DATA:

PLACE OF RESIDENCE: Presently resides alone in own apartment

STATUS OF NEEDS:

BASICS: Met

EMPLOYMENT: Met

EDUCATIONAL: None identified

OTHER: Referral was made for continued counseling, client did not follow up

TRANSITION SUMMARY: Participant # 2 was very dependant upon his mother. For this reason the transitions counselor kept in contact with both the participant and his mother. Initially these contacts were frequent and lengthy.

Participant # 2 had multiple problems that complicated his transition. Upon his release from jail he was evicted from his apartment. His first choice was to return to his parents home. This was not an acceptable arrangement for his parents so he moved into a small apartment, which they are renting for him.

Participant # 2 had no means of transportation and had to rely soley upon the bus service. He was unsure of the bus rates and schedules and so many times simply failed to keep appointments with social service agencies that he could have benefitted from. Once the Transitions Counselor became aware of this she secured the necessary route and schedule information for the participant.

Participant # 2 suffers from epilepsy, so he was entitled to benefits which were provided through the Illinois Department of Rehabilitation. They were able to place him in a paid training program which also provides job placement services. Because the Illinois Department of Rehabilitation was able to provide a greater number of services to this participant they assumed his follow-up.

The transitions counselor has maintained periodic contact with both the client and the agency which is providing the paid training program.

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PARTICIPANT PROFILE # 3

AGE: 27
SEX: Male
RACE: Caucasian
ECONOMIC STATUS: Middle Class

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Married
FAMILY SIZE: Four family members, he, his wife, 2 children
CHARACTERISTICS OF SYSTEM: Alcoholic system

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Began drinking at age 17, use was moderate with occasional intoxication
CURRENT USE: Unknown
PAST/PRESENT INTERVENTION: None

INVOLVEMENT WITH LAW:
PAST: Several misdemeanors in another state
NATURE OF PRESENT CASE: Possession of a controlled substance
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Eleventh
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Quit at age 16 to work
MAIN REASON FOR SEEKING EDUCATION NOW: To become more employable
EDUCATIONAL ASSESSMENT: Completed G.E.D. class and received diploma

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: Participated in and completed G.E.D.
COUNSELING: Participated in one to one counseling sessions
OTHER: None

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Full time job
EDUCATIONAL: None
COUNSELING: None
OTHER:

EMPLOYMENT:
AT TIME OF INCARCERATION: Unemployed
PRESENT: Unknown

FOLLOW-UP:
TYPE REQUESTED: Assistance until employment was secured
TYPE PROVIDED: None

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: Unknown
STATUS OF NEEDS:
BASICS: None
EMPLOYMENT: Unknown
EDUCATIONAL: None
OTHER:

TRANSITION SUMMARY: Participant # 3 was planning to live with a friend after he was released from jail. He was unsure about the friends address and phone number so a meeting was scheduled with the participant and the Transitions Counselor. This meeting was scheduled for several days after the participants release. Although the participant seemed very motivated he failed to keep the appointment. The Transitions Counselor has had no further contact with him. He is believed to have returned to his native state of Florida

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PARTICIPANT PROFILE # 4

AGE: 22
SEX: Male
RACE: Caucasian
ECONOMIC STATUS: Middle class family

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Father deceased
FAMILY SIZE: Mother, 2 younger brothers
CHARACTERISTICS OF SYSTEM: Functional family unit

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: None
CURRENT USE: Occasional
PAST/PRESENT INTERVENTION: None

INVOLVEMENT WITH LAW:
PAST: None
NATURE OF PRESENT CASE: Aggravated battery
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Eleventh grade of high school
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Quit to get a job
MAIN REASON FOR SEEKING EDUCATION NOW: To become more employable
EDUCATIONAL ASSESSMENT: Received G.E.D.

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: Completed G.E.D. class and passed exam
COUNSELING: Participated regularly in one to one counseling sessions
OTHER: Completed job search class

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Full time job
EDUCATIONAL: Assistance with college placement and completing financial aid forms
COUNSELING: None
OTHER:

EMPLOYMENT:

AT TIME OF INCARCERATION: Employed

PRESENT: Employed

FOLLOW-UP:

TYPE REQUESTED: Assistance until employment was secured

TYPE PROVIDED: Periodic contacts as employment was secured almost immediately

CURRENT FOLLOW-UP DATA:

PLACE OF RESIDENCE: Resides with mother and brothers

STATUS OF NEEDS:

BASICS: None identified

EMPLOYMENT: Full time employment secured

EDUCATIONAL: Is presently enrolled in college courses

OTHER: None

TRANSITION SUMMARY: Participant # 4 was very motivated to enroll in a college training program. He spent a great deal of time in jail completing all the necessary application forms and financial aid forms. These forms were provided by the Transitions counselor. At the time of his release he had enrolled and been accepted into the college program. He was also prepared to enroll in some summer courses.

Participant # 4 was able to find a job almost immediately upon his release from jail. He had been informed of and given the addresses for several employment assistance agencies in the area prior to his release. He did not contact any of these agencies, but worked more independently to find a job.

As I have already stated participant # 4 was highly motivated. He did not demonstrate the same type of fears I saw in so many of the other participants. He also had better coping skills and a more supportive family than many of the other program participants

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PARTICIPANT PROFILE # 5

AGE: 18
SEX: Female
RACE: Caucasian
ECONOMIC STATUS: Low middle class

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Married, living together
FAMILY SIZE: Two children, participant is oldest
CHARACTERISTICS OF SYSTEM: Stable married life, small town family
PARTICIPANT'S MARRIED STATUS: Married, unstable married life, husband frequently involved with law, drug abuse system

CHEMICAL DEPENDENCY:
HISTORY: Participant has used drugs for approximately five years
CURRENT USE: Cocaine
PAST/PRESENT INTERVENTION: Participant feels that she can withdraw from drugs whenever she decides to do so. She is not interested in a drug prevention program

INVOLVEMENT WITH LAW:
PAST: No involvement
NATURE OF PRESENT CASE: Burglary
CASE STATUS: Case finished, charges dismissed

EDUCATION:
LAST GRADE COMPLETED: 11
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Wanted to work
EDUCATIONAL ASSESSMENT: Received G.E.D. diploma through jail program, returned to take test as part of follow up

IN-JAIL PARTICIPATION:
EDUCATION: G.E.D. classes
COUNSELING: Crisis counseling, participant was in an isolation cell withdrawing from drugs

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Yes
EDUCATIONAL: Completed G.E.D.
COUNSELING: Yes, great need for drug abuse counseling and personal counseling

EMPLOYMENT:

AT TIME OF INCARCERATION: None

PRESENT: Working full time, modeling lingerie

CAREER/JOB PREFERENCE:

INTEREST: Business, management and marketing

TRAINING: Capable of college program, but drug involvement is an obstacle

FOLLOW-UP:

TYPE REQUESTED: General interest contact

TYPE PROVIDED: Visit to home, telephone conversations, participant moved and did not keep advocate informed

CURRENT FOLLOW UP DATE:

PLACE OF RESIDENCE: Chicago/Gary living in car

STATUS OF NEEDS:

BASICS: Not known

EMPLOYMENT: Working part time at modeling lingerie

EDUCATIONAL: Not interested at the present time

TRANSITION SUMMARY: Participant # 5 is a very intelligent young woman. She has the ability to continue her education and be successful in business. She has a family that is interested in her, but has lost influence over her life. Her marriage is on again off again, her husband very unstable. Her major problem in transition is her drug problem. As long as she is under the control of drugs she will have difficulty in transition. She remains open to the advocate, but will probably not resume contact until she is at rock bottom, or decides to get help for her drug problem.

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PARTICIPANT PROFILE # 6

AGE: 19
SEX: Male
RACE: Caucasian
ECONOMIC STATUS: Middle class family

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Married
FAMILY SIZE: Participant is one of three children
CHARACTERISTICS OF SYSTEM: Undetermined

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Began using marijuana at the age of eleven, was a daily user by agel4. Began drinking at age 15, daily user by age 16. Used cocaine daily from age 17 to 18
CURRENT USE: Moderate use of alcohol and marijuana
PAST/PRESENT INTERVENTION: Six and a half months in a residential treatment center, attended classes for those convicted of D.U.I.

INVOLVEMENT WITH LAW:
PAST: One conviction D.U.I.
NATURE OF PRESENT CASE: Felony theft
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Eleventh grade
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Dropped out
MAIN REASON FOR SEEKING EDUCATION NOW: Did not seek education through our program
EDUCATIONAL ASSESSMENT: Unknown

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: None
COUNSELING: None
OTHER: None

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Full time job
EDUCATIONAL: G.E.D. courses
COUNSELING: Substance abuse counseling recommended
OTHER: None

EMPLOYMENT:
AT TIME OF INCARCERATION: Unemployed
PRESENT: Employed

FOLLOW-UP:
TYPE REQUESTED: See summary
TYPE PROVIDED See summary

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: Resides at home with parents
STATUS OF NEEDS:
BASICS: None
EMPLOYMENT: Seeking
EDUCATIONAL: Met
OTHER:

TRANSITION SUMMARY: Participant # 6 became involved with our program after being referred by his probation officer. Since the Transitions Counselor did not have the benefit of developing a rapport with the participant while he was incarcerated follow up was in some ways more complicated.

Initially this participant did not appear motivated to help himself. He waited several months before he began searching for a job. He also waited several months before attempting to finish his G.E.D. He had one test remaining to receive his diploma. During this initial several months period the Transitions Counselor contacted this participant on a weekly basis to help him become motivated. The Transitions Counselor also worked closely with the participants Probation Officer.

Recently this participant secured a full time job and is presently working toward his G.E.D. There has been a noticeable improvement in this participants self-esteem since he found employment.

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PARTICIPANT PROFILE # 7

AGE: 20
SEX: Male
RACE: Hispanic
ECONOMIC STATUS: Middle class

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Divorced
FAMILY SIZE: 6 sisters, 2 brothers
CHARACTERICS OF SYSTEM: Alcoholic system

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Sniffed paint from age 13 - 17½, started drinking age 16, daily user 17, tried marijuana, acid at age 17. Used marijuana daily from 17-19 years of age
CURRENT USE: Participant currently incarcerated
PAST/PRESENT INTERVENTION: At age 13 Palmer drug abuse program for group sessions 2-3 months, got sent for sniffing paint, A.A. in jail

INVOLVEMENT WITH LAW:
PAST: 1 class 3 felony, illegal possession of a fire arm, misdemeanor disorderly conduct/criminal damage to property
NATURE OF PRESENT CASE: Burglary
CASE STATUS: Continued

EDUCATION:
LAST GRADE COMPLETED: Sophomore year
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Moved
MAIN REASON FOR SEEKING EDUCATION NOW: To become more employable
EDUCATIONAL ASSESSMENT: Completed G.E.D.

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: Completed job search class
COUNSELING: Participated in substance abuse counseling and one to one sessions with the Transitions counselor
OTHER:

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Full time job
EDUCATIONAL: College courses
COUNSELING: Continued substance abuse conseling

EMPLOYMENT:
AT TIME OF INCARCERATION: Unemployed
PRESENT: Unemployed

FOLLOWUP:
TYPE REQUESTED: Contact until all needs were met
TYPE PROVIDED: Contact until all needs were met

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: Will County Jail
STATUS OF NEEDS:
BASICS: None
EMPLOYMENT: Full time until participant was incarcerated on another charge
EDUCATIONAL: Participant was scheduled to enroll in courses at the local junior college but will be unable to keep the appointment due to present incarceration
OTHER: Client was linked with alcohol counseling services but did not follow through

TRANSITION SUMMARY: This participant has been very active in a gang since the age of fourteen. He states that he tried to break his ties to the gang but was unable to. His hope had been that he would be able to leave the state upon completion of his case. He had made plans to live with his mother in Texas and attend college at a community college. Arrangements had been made with a local social service agency for money for transportation to Texas. The participant could not leave, however, until his case was completed.

This participant had been released from jail on a recognizance bond three months prior to his trial date. Initially upon his release the participant and the Trnasitions Counselor met frequently and at length. During these meetings the participant seemed highly motivated both to enroll in college and to find full time employment. He and the Transitions Counselor discussed openly the need for him to seperate himself from his gang friends in order to stay out of trouble. For assistance with this we met with a local gang prevention counselor who helped the participant develop strategies that would help him seperate himself from the gang.

Approximately one week after his release the participant secured a 32 hour a week job at a restaurant.

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PARTICIPANT PROFILE # 8

AGE: 18
SEX: Male
RACE: Caucasian
ECONOMIC STATUS: Low middle class

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Never married
FAMILY SIZE: Undetermined, this participant was adopted by an Aunt and Uncle when he was an infant. He has a number of half brothers and sisters. He is the father of 3 children.
CHARACTERISTICS OF SYSTEM: Alcoholic system and physically abusive parents

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Began using marijuana at age 11. He began drinking at age 14. He has used both marijuana and alcohol continually until the present time. He has also experimented with other drugs including cocaine and acid.
CURRENT USE: Frequent use of alcohol and marijuana
PAST/PRESENT INTERVENTION: None

INVOLVEMENT WITH LAW:
PAST: Participant detailed extensive juvenile record and spent time in several residential treatment centers for juvenile offenders
NATURE OF PRESENT CASE: 2 counts of auto theft
CASE STATUS: Concluded

EDUCATION:
LAST GRADE COMPLETED: Participant was not sure. Much of his education took place while he was in residential treatment centers
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Behavior problems
MAIN REASON FOR SEEKING EDUCATION NOW: To become more employable
EDUCATIONAL ASSESSMENT:

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: Received G.E.D.
COUNSELING: Participated regularly in one to one counseling sessions. Participated on a regular basis in the substance abuse group meetings as well as one to one work with the substance abuse counselor.
OTHER: Participated in and completed job search course

IDENTIFIED TRANSITIONAL NEEDS:

BASICS: None

EMPLOYMENT: Full time employment

EDUCATIONAL: None

COUNSELING: Both Transitions Counselor and Substance Abuse Counselor recommended continued counseling. The participant was unwilling to seek additional counseling

OTHER: None

EMPLOYMENT:

AT TIME OF INCARCERATION: Unemployed

PRESENT: Employed

FOLLOW-UP:

TYPE REQUESTED: Contact until the participant had secured full time employment

TYPE PROVIDED: See transition summary

CURRENT FOLLOW-UP DATA:

PLACE OF RESIDENCE: Participant presently lives with his sister

STATUS OF NEEDS:

BASICS: None identified

EMPLOYMENT: Met

EDUCATIONAL: None identified

OTHER: None

TRANSITION SUMMARY: Participant # 8 was unsure about where he would be living once he was released. For this reason he gave the Transitions Counselor the names and phone numbers of several family members. It was worth noting that the counselor had had some telephone contact with these family members while participant # 8 was incarcerated. On several occasions follow-up contacts regarding the participants progress were made through these family members. It was difficult to maintain contact with the participant himself because he began working immediately upon his release from jail.

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PARTICIPANT PROFILE # 9

AGE: 19
SEX: Male
RACE: Hispanic
ECONOMIC STATUS: Low income

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Divorced
FAMILY SIZE:
CHARACTERISTICS OF SYSTEM: Alcoholic system, both father and step mother are alcoholics

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Began drinking and using marijuana in teens
CURRENT USE: Occasional use of alcohol
PAST/PRESENT INTERVENTION: None

INVOLVEMENT WITH LAW:
PAST: None
NATURE OF PRESENT CASE: Intimidation charge
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Eleventh grade of high school
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Expelled
MAIN REASON FOR SEEKING EDUCATION NOW: To become more employable
EDUCATIONAL ASSESSMENT: Participant is unable to read beyond a fourth grade level

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: Participated in literacy program which included one to one tutoring
COUNSELING: Participated regularly in one to one counseling sessions
OTHER: Participated in and completed job search course

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Full time job
EDUCATIONAL: Continued assistance in reading program and eventual enrollment in G.E.D. classes
COUNSELING: None desired
OTHER: None

EMPLOYMENT:

AT TIME OF INCARCERATION: Unemployed

PRESENT: Employed

FOLLOW-UP:

TYPE REQUESTED: Assistance until employment and educational calsses were secured

TYPE PROVIDED: Frequent contacts until participant enrolled in educational classes. Less frequent contacts until employment was secured

CURRENT FOLLOW-UP DATA:

PLACE OF RESIDENCE: Presently resides with father and step-mother

STATUS OF NEEDS:

BASICS: None identified

EMPLOYMENT: Met

EDUCATIONAL: See summary

OTHER: None identified

TRANSITION SUMMARY: Participant # 9 is intellectually limited and is unable to read beyond a forth grade level. He participated regularly in one to one tutoring during his time of incarceration. As a result of this special assistance he advanced from a third grade to a fourth grade reading level. After his release participant # 9 did enroll into an educational program, however, he became discouraged when he did not receive the one to one tutoring he had been accoustomed to and eventually dropped out.

This participants transition was complicated by the loss of a love relationship. He is the father of a child born while he was incarcerated. He had intended to marry this child's mother upon his release, instead he found that she was already involved with another man. This upsetting turn of events made it difficult for the participant to feel motivated enough to find a job. This is why there was almost a four month lapse between his release and the time he began seeking employment.

Participant # 9 was able to find full time employment at a snack shop. He reports that he is enjoying his work and that the owner is pleased with his performance

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PARTICIPANT PROFILE # 10

AGE: 20
SEX: Male
RACE: Native american
ECONOMIC STATUS: Family economic status middle class, individual economic status indignet

FAMILY BACKGROUND:
PARENTS MARITAL STATUS: Natural parents are divorced, fathers where abouts unknown. Mother remarried when participant was 3
FAMILY SIZE: Only child
CHARACTERISTICS OF SYSTEM: Alcoholic system, both mother and step-father are alcoholics

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Began drinking at age 13 with parents permission. Was a daily user by age 17. At age 16 began using a variety of other drugs.
CURRENT USE: Dependent upon cocaine and alcohol
PAST/PRESENT INTERVENTION: None

INVOLVEMENT WITH LAW:
PAST: One prior arrest that resulted in a 9½ month jail sentence
NATURE OF PRESENT CASE: Drug charges
CASE STATUS: Participant fled the area before case was completed

EDUCATION:
LAST GRADE COMPLETED: The eleventh grade of high school
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Dropped out
MAIN REASON FOR SEEKING EDUCATION NOW: Did not seek
EDUCATIONAL ASSESSMENT: Unknown

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: none
COUNSELING: Regular attendance in weekly substance abuse sessions, regular one to one counseling sessions
OTHER: None

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: Housing
EMPLOYMENT: Full time job after completion of drug treatment program
EDUCATIONAL: None
COUNSELING: Residential drug treatment
OTHER:

EMPLOYMENT:
AT TIME OF INCARCERATION: Unemployed
PRESENT: Unknown

FOLLOW-UP:
TYPE REQUESTED: Assistance until all needs were met
TYPE PROVIDED: None, see summary

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: Unknown
STATUS OF NEEDS:
BASICS: Unknown
EMPLOYMENT: Unknown
EDUCATIONAL: Unknown
OTHER:

TRANSITION SUMMARY: Participant # 10 made elaborate arrangements to secure the bond money he needed to be released from jail. He had stated to the Transitions Counselor, the Substance Abuse Counselor, as well as family members that he wanted to get released to check into a residential drug treatment center. He was able to acquire the necessary money and was released from jail. It had been planned that a family member would pick him up from jail and bring him directly to a treatment center he had already contacted. Unfortunately when his Aunt arrived to pick him up he had already left jail and has not been heard from since. He has failed to appear for any of his subsequent court dates.

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PARTICIPANT PROFILE # 11

AGE: 39
SEX: MALE
RACE: Caucasian
ECONOMIC STATUS: Low middle class family

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Married
FAMILY SIZE: 9 children, participant is the youngest
CHARACTERISTICS OF SYSTEM: Alcoholic and abusive (including sexual abuse)
PARTICIPANT'S MARITAL STATUS: Married twice, second marriage in tact until offense
FAMILY SIZE: Three children, one boy (victim in the offense) who is a child of the wife
CHARACTERISTICS OF THE SYSTEM: Alcoholic and sexually abusive

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Began using alcohol at age 18, developed into a daily user during past five years in conjunction with losing his job
CURRENT USE: Has been sober for six months
PAST/PRESENT INTERVENTION: Entered a rehabilitation program two years ago, entered another rehabilitation program four months ago. Is presently living at a half way house for recovering alcoholics

INVOLVEMENT WITH THE LAW:
PAST: None
NATURE OF PRESENT CASE: Criminal sexual abuse
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Two years of college
REASON FOR LEAVING SCHOOL BEFORE GRADUATING: Marriage and family responsibilities
MAIN REASON FOR SEEKING EDUCATION NOW:
EDUCATIONAL ASSESSMENT: Participant has ability to complete his college degree

IN-JAIL PARTICIPATION:
EDUCATION: None
COUNSELING: Participated in several counseling sessions

IDENTIFIED TRANSITIONAL NEEDS:

BASICS: Housing, food, clothing
EMPLOYMENT: Needs full time job
EDUCATIONAL: Wishes to continue education after obtaining employment
COUNSELING: Alcohol treatment, family counseling for sexual abuse

EMPLOYMENT:

AT TIME OF INCARCERATION: Unemployed
PRESENT: Now seeking employment in conjunction with program at alcohol rehabilitation half way house

FOLLOW-UP:

TYPE REQUESTED: Daily contact for first week, periodic after treatment
TYPE PROVIDED: Daily for first week, weekly until he entered the rehabilitation program, then monthly

CURRENT FOLLOW-UP DATA:

PLACE OF RESIDENCE: Alcohol treatment half way house
STATUS OF NEEDS:
BASICS: Met
EMPLOYMENT: Seeking
EDUCATIONAL: May seek once employed
OTHER: Has been linked with family counseling program

TRANSITION SUMMARY: Participant # 11 worked with one advocate who was the Transitions Project Director. Contact initiation was mutual. Participant is interested in keeping this follow up contact. Advocate continued to give encouragement and referrals to participant. This participant has serious problems but is motivated to work through these problems hoping for possible reconciliation with his family.

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PARTICIPANT PROFILE # 12

AGE: 43
SEX: Male
RACE: Hispanic
ECONOMIC STATUS: Low middle class

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Married
FAMILY SIZE: One brother, two sisters
CHARACTERISTICS OF SYSTEM: Warm and loving
PARTICIPANT'S MARITAL STATUS: Married twice; three children by the first marriage, divorced, one child by the second marriage, separated, with wife filing for divorce. Wife described as mentally unstable. Participant accused of abuse
CHARACTERISTICS OF SYSTEM: Abusive, alcoholic

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Drinking from age 20, usually in conjunction with depression
CURRENT USE: Has not been drinking since released from jail, but realizes he wants to drink
PAST/PRESENT INTERVENTION: Lasted two days at an alcohol program at South Suburban Hospital, not interested in a program at this time

INVOLVEMENT WITH LAW:
PAST: Traffic violation, suspension of driver's license
domestic violence order of protection ruling
NATURE OF PRESENT CASE: Possession of a stolen vehicle
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Twelth

IN-JAIL PROGRAM PARTICIPATION:
COUNSELING: Two informal counseling sessions with advocate

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: Housing, food, clothing, birth certificate, social security card, Illinois identification card (wallet lost)
EMPLOYMENT: Full time employment
EDUCATIONAL: Training programs
COUNSELING: Alcohol (not identified as need by participant), personal counseling, mental health treatment (history of suicide attempt)

EMPLOYMENT:

AT TIME OF INCARCERATION: Unemployed although at one time he was earning $40,000.00

PRESENT: Just completed a training program in computer science, and has made contacts for jobs, unemployed

FOLLOW-UP:

TYPE REQUESTED: Basic need follow up immediately upon release, periodic follow up

TYPE PROVIDED: Basic need follow up immediately upon release, periodic follow up

CURRENT FOLLOW-UP DATA:

PLACE OF RESIDENCE: Motel 6 with funding from Catholic Charities unstable housing

STATUS OF NEEDS:

BASICS: Housing, food, has applied for a new Social Security card and birth certificate to obtain an Illinois identification card

EMPLOYMENT: Application forms completed for fast food restaurants. application form for Temporary Services, application form with Prison Ministry Release Program

COUNSELING: Appointment made with Will County Mental Health, contact with Crisis Line (he has made several calls when depressed)

TRANSITION SUMMARY: Participant # 12 has many needs. He seems to want an advocate to help him. He has no money, no permanent housing, and life is very difficult. He is in denial concerning his problem with alcohol.

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PARTICIPANT PROFILE # 13

AGE: 21
SEX: Male
RACE: Caucasian
ECONOMIC STATUS: Middle class family

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Married
FAMILY SIZE: Participant is an only child
CHARACTERISTICS OF SYSTEM: Undetermined

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: None
CURRENT USE: Moderate use of alcohol and marijuana
PAST/PRESENT INTERVENTION: None

INVOLVEMENT WITH LAW:
PAST: None
NATURE OF PRESENT CASE: 1 count aggrevated battery
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Eleventh grade of high school
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Dropped out
MAIN REASON FOR SEEKING EDUCATION NOW: Did not seek
EDUCATIONAL ASSESSMENT: Completed G.E.D. in 1983 through local community college

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: None
COUNSELING: Participated in one to one counseling sessions
OTHER:

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Full time job
EDUCATIONAL: Enrollment in college program
COUNSELING: None
OTHER: None

EMPLOYMENT:
AT TIME OF INCARCERATION: Unemployed
PRESENT: Unemployed

FOLLOW-UP:
TYPE REQUESTED: Periodic contacts until full time employment was secured
TYPE PROVIDED: Periodic contacts

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: With parents
STATUS OF NEEDS:
BASICS: None
EMPLOYMENT: Unmet, see summary
EDUCATIONAL: Met
OTHER: None

TRANSITION SUMMARY: Participant # 13 seemed very motivated while he was incarcerated. He expressed a desire to both work and attend college. The Transitions Counselor supplied all the necessary materials so he could begin enrolling in college. While in jail he completed the college application as well as the appropiate financial aid forms. At present he plans to enroll in college on a full time basis beginning this fall.

Participant # 13 did not make an effort to find employment. Before he was released from jail he was given the names, addresses and phone numbers of several local employment assistance agencies. A week after his release he was contacted by the Transitions Counselor, at that time he indicated that he had not contacted any of the agencies. On subsequent contacts the counselor learned that he had neither contacted any of the agencies, nor had he applied for jobs advertised in the paper. During his last contact he said he was no longer interested in finding a job.

I believe he is no longer motivated to find a job because there is no need for him to be employed, he is financially dependent upon his parents.

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PARTICIPANT PROFILE # 14

AGE: 29
SEX: Male
RACE: Caucasian
ECONOMIC STATUS: Low middle class, receives limited public assistance

FAMILY BACKGROUND:
- PARENT'S MARITAL STATUS: Married
- FAMILY SIZE: Participant is married with 3 dependant children
- CHARACTERISTICS OF SYSTEM: Stable, loving

CHEMICAL DEPENDENCY:
- HISTORY OF DEPENDENCE: None
- CURRENT USE: Infrequent moderate use
- PAST/PRESENT INTERVENTION: None

INVOLVEMENT WITH LAW:
- PAST: None
- NATURE OF PRESENT CASE: Felony theft
- CASE STATUS: Completed

EDUCATION:
- LAST GRADE COMPLETED: Graduated from college
- REASON FOR LEAVING SCHOOL BEFORE GRADUATION:
- MAIN REASON FOR SEEKING EDUCATION NOW:
- EDUCATIONAL ASSESSMENT: Participant is a Certified Public Accountant

IN-JAIL PROGRAM PARTICIPATION:
- EDUCATION: None
- COUNSELING: None
- OTHER: None

IDENTIFIED TRANSITIONAL NEEDS:
- BASICS: None
- EMPLOYMENT: Full time employment
- EDUCATIONAL: None
- COUNSELING: Referred to Family Counseling Agency
- OTHER: None

EMPLOYMENT:
AT TIME OF INCARCERATION: Employed full-time
PRESENT: Employed part-time

FOLLOW-UP:
TYPE REQUESTED: Assistance with linking up to agencies that would help him secure full-time employment
TYPE PROVIDED: Referrals to several appropiate agencies, periodic follow up contacts

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: Home with wife and children
STATUS OF NEEDS:
BASICS: Public assistance for food stamps
EMPLOYMENT: Employed part-time seeking full-time employment
EDUCATIONAL: None
OTHER:

TRANSITION SUMMARY: Participant # 14 was referred to the Transitions Program by his probation officer. This participant graduated from college and is a Certified Public Accountant. His probation officer made this referral because he felt that the Transitions Counselor might be more familiar with the various social service agencies than he was.

After meeting with the participant the Transitions Counselor referred him to several agencies that assist with employment. He was also referred to the Entrepreneurial Program offered through the Joliet Community College. The Transitions Counselor felt this would be an appropiate referral because the participant expressed an interest in establishing his own accounting firm. The participant followed through on this referral and is considering opening his own business.

The participant was able to secure part time employment and was eligible for a limited amount of public aid. These factors have helped ease the families financial crisis somewhat.

The Transitions Counselor also referred him to the Family Counseling Agency, as there were some unresolved marital issues. The participant did not follow through.

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PARTICIPANT PROFILE # 15

AGE: 26
SEX: Male
RACE: Caucasian
ECONOMIC STATUS:

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Divorced
FAMILY SIZE: He is divorced and has 2 dependent children
CHARACTERISTICS OF SYSTEM: Alcoholic system

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE:
CURRENT USE: None, has maintained sobriety since release
PAST/PRESENT INTERVENTION: Had 1½ years of sobriety before returning to drinking

INVOLVEMENT WITH LAW:
PAST: None
NATURE OF PRESENT CASE: Driving under the influence of alcohol
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Received high school diploma
REASON FOR LEAVING SCHOOL BEFORE GRADUATION:
MAIN REASON FOR SEEKING EDUCATION NOW:
EDUCATIONAL ASSESSMENT:

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: None
COUNSELING: Participated regularly in substance abuse group meetings, as well as in one to one counseling with the substance abuse counselor.
OTHER: None

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: Housing
EMPLOYMENT: Full time job
EDUCATIONAL: None
COUNSELING: Continued substance abuse counseling and group meetings
OTHER: None

EMPLOYMENT:
AT TIME OF INCARCERATION: Employed
PRESENT: Employed

FOLLOW-UP:
TYPE REQUESTED: Not specified, see summary
TYPE PROVIDED: Periodic contacts by advocate

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: Apartment in Cook County, Illinois
STATUS OF NEEDS:
BASICS: Met
EMPLOYMENT: Met
EDUCATIONAL: None identified
OTHER: Continuing in substance abuse counseling

TRANSITION SUMMARY: Participant # 15 was planning to leave the Will County Area. He knew he would be relocating in Cook County, but was unsure of his housing. These factors complicated his follow-up because he was unable to give his advocate the specifics on how to contact him.

The Substance Abuse Counselor who had worked so hard with Participant # 15 while he was in jail, volunteered to be his advocate. They worked out an agreement whereby participant # 15 would contact his advocate once he had relocated.

It was 10 to 14 days from the participants release date before he contacted the advocate. During that time there was some concern that he might never contact the advocate, as we had expected to hear from him sooner. By the time he called he had found a place to live and had secured full time employment. He had also remained sober.

The participant and advocate have maintained periodic contacts. They met in Chicago on one occasion and plan to do so again in the future.

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PARTICIPANT PROFILE # 16

AGE: 26
SEX: Male
RACE: Caucasian
ECONOMIC STATUS: Indigent

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Divorced
FAMILY SIZE: 3 sisters, 1 older brother, 1 younger sister
CHARACTERISTICS OF SYSTEM: Undertermined

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Does not drink on a daily basis, but uses drugs and alcohol frequently to excess
CURRENT USE: Continues use of alcohol
PAST/PRESENT INTERVENTION: None

INVOLVEMENT WITH LAW:
PAST: Misdemeanor
NATURE OF PRESENT CASE: Burglary-felony
CASE STATUS: Completed - probation

EDUCATION:
LAST GRADE COMPLETED: 7th
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Expelled
MAIN REASON FOR SEEKING EDUCATION NOW: To learn to read
EDUCATIONAL ASSESSMENT: Has first grade level reading and math skills

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: Participated in literacy program, which consists of one to one tutoring in reading
COUNSELING: None
OTHER: None

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Full time job
EDUCATIONAL: None desired
COUNSELING: None desired
OTHER: None

EMPLOYMENT:
AT TIME OF INCARCERATION: Unemployed
PRESENT: Unemployed

FOLLOW-UP:
TYPE REQUESTED: Assistance until all conditions of probation were complete
TYPE PROVIDED: Periodic contacts with participant, more frequent contacts with participants sister

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: Resides with sister and her family
STATUS OF NEEDS:
BASICS: None identified
EMPLOYMENT: Seeking
EDUCATIONAL: None desired
OTHER:

TRANSITION SUMMARY: This participant is very limited intellectually. He is unable to read or preform math skills beyond a first grade level. He is not able to relate well to people and is so limited that he is not a candidate for traditional counseling. This participant could best be served by the Illinois Department of Rehabilation Services and was referred to that agency. He is presently waiting to hear if he has been accepted into a local sheltered workshop program designed to serve the handicapped.

This participant is dependent upon his sister for housing and basic care. It was easier for the Transitions Counselor to follow the participants progress by following up with his sister rather than the participant himself. The participants sister basically served as his advocate.

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PARTICIPANT PROFILE # 17

AGE: 21
SEX: Female
RACE: Caucasian
ECONOMIC STATUS: Middle class family

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Married
FAMILY SIZE: Four
CHARACTERISTICS OF SYSTEM: Undetermined

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Began drinking at age 13, began using speed at age 14 on a daily basis, at 15 started using marijuana on a daily basis, experimented a great deal with other drugs
CURRENT USE: Moderate use of alcohol and marijuana
PAST/PRESENT INTERVENTION: Was hospitalized twice for drug related sucide attempts, did not receive any further in-patient treatment

INVOLVEMENT WITH LAW:
PAST: None
NATURE OF PRESENT CASE: Disorderly conduct
CASE STATUS: Charges dropped

EDUCATION:
LAST GRADE COMPLETED: Twelth
REASON FOR LEAVING SCHOOL BEFORE GRADUATION:
MAIN REASON FOR SEEKING EDUCATION NOW:
EDUCATIONAL ASSESSMENT: Completed high school

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: None
COUNSELING: Participated in one to one counseling sessions as well as the substance abuse weekly group meetings

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Full time job
EDUCATIONAL: College courses to pursuc degree in nursing
COUNSELING: Continued substance abuse assistance
OTHER: None

EMPLOYMENT:
AT TIME OF INCARCERATION: Unemployed
PRESENT: EMPLOYED

FOLLOW-UP:
TYPE REQUESTED: Assistance until all needs were met
TYPE PROVIDED: Assistance until employment was secured

CURRENT FOLLOW-UP DATE:
PLACE OF RESIDENCE: At home with parents and sister
STATUS OF NEEDS:
BASICS: None
EMPLOYMENT: Met
EDUCATIONAL: Not met (see summary)
OTHER:

TRANSITION SUMMARY: Initially the Transitions Counselor had a good deal of contact with this participant. The participant initiated the majority of these contacts by phoning the Transitions Counselor. The participant was having a difficult time remaining drug free. She was interested in a residential drug treatment center but was hoping to pay for this treatment with money she would be receiving as the result of a law suit settlement. She received settlement money approximately three weeks after she had been released from jail and at that time was no longer interested in a treatment program. The Transitions Counselor provided her with information on the local A.A. and N.A. meetings, but the participant did not follow through by attending any meetings.

The participant has not appeared interested in pursing the training necessary to become a nurse. The Transitions Counselor has made an effort to provide information on college options as well as more general training programs and the participant has not followed through.

The participant took a full time job at a local restaurant and appears to be settling into a routine. She has also made an effort to get counseling, not for her substance abuse problem, but for the personal issues.

This participant is very fearful of change. This fear is inhibiting her ability to change and become self directed.

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PARTICIPANT PROFILE # 18

AGE: 21
SEX: Male
RACE: Caucasian
ECONOMIC STATUS: Indigent

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Married
FAMILY SIZE: Seven
CHARACTERISTICS OF SYSTEM: Participant was raised in emotionally abusive environment

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Began drinking at age 13, began using marijuana at age 14, was a daily drinker by age 17
CURRENT USE: Unknown
PAST/PRESENT INTERVENTION: Participation in jail substance abuse program

INVOLVEMENT WITH LAW:
PAST: Two charges of driving while under the influence of alcohol
NATURE OF PRESENT CASE: Residential burglary
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Eleventh
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Expelled
MAIN REASON FOR SEEKING EDUCATION NOW: To become more employable
EDUCATIONAL ASSESSMENT: Completed G.E.D. course and passed exam

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: G.E.D. class
COUNSELING: Participated regularly in one to one counseling sessions participated in weekly substance abuse group meetings as well as one to one counseling with substance abuse counselor
OTHER: Completed the job search course

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: Housing, food, clothing
EMPLOYMENT: Full time job
EDUCATIONAL: College courses in welding
COUNSELING: Continued substance abuse counseling
OTHER: None

EMPLOYMENT:
AT TIME OF INCARCERATION: Employed
PRESENT: Employed

FOLLOW-UP:
TYPE REQUESTED: Assistance until all needs were met
TYPE PROVIDED: See summary

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: Travels with carnival
STATUS OF NEEDS:
BASICS: Met
EMPLOYMENT: Met
EDUCATIONAL: Unmet at present
OTHER:

TRANSITION SUMMARY: The afternoon that participant # 18 was released from jail the Transitions Counselor spent the afternoon helping him secure temporary housing, clothing and food assistance. At that time he was given the names and addresses of several employment assistance agencies in the area that he should contact. The plan was for him to go to those agencies the next morning and meet the Transitions Counselor that afternoon. He neither contacted the agencies nor met the counselor the next day. He was also given the times and locations of several substance abuse meetings in the area. He did not attend any of these meetings.

Presently participant # 18 is working for and traveling with a carnival which travels a three state circuit. He has not maintained contact with either the substance abuse counselor or the Transitions Counselor.

While he was in jail the participant completed all the necessary paper work to apply for college. He was accepted into the welding program at the local college. He has also completed all the required financial aid papers. Only time will tell if he follows through on this opportunity.

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PARTICIPANT PROFILE # 19

AGE: 21
SEX: Male
RACE: Hispanic
ECONOMIC STATUS: Low income family

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Divorced
FAMILY SIZE: Mother, 1 brother, 1 sister and participant
CHARACTERISTICS OF SYSTEM: Stable

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Began drinking alcohol at age 16, use was frequent but never daily, cocaine use began 3 years ago
CURRENT USE: Frequent use of cocaine
PAST/PRESENT INTERVENTION: None

INVOLVEMENT WITH LAW:
PAST: One previous misdemeanor case
NATURE OF PRESENT CASE: Failure to appear
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Twelth
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Quit
MAIN REASON FOR SEEKING EDUCATION NOW:
EDUCATIONAL ASSESSMENT: Completed G.E.D.

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: Participated in G.E.D. class and received his diploma
COUNSELING: Participated in counseling sessions
OTHER: None

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Full time employment
EDUCATIONAL: College courses
COUNSELING: Recommended substance abuse assistance, participant declined
OTHER: None

EMPLOYMENT:
AT TIME OF INCARCERATION: Unemployed
PRESENT: See summary

FOLLOW-UP:
TYPE REQUESTED: Assistance until he enrolled in college
TYPE PROVIDED: Periodic contacts (see summary)

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: Home with family
STATUS OF NEEDS:
BASICS: None
EMPLOYMENT: Seeking - see summary
EDUCATIONAL: See Summary
OTHER:

TRANSITION SUMMARY: Participant # 19 has been involved in a local gang since he was 14 years old. Presently he holds the highest position of leadership in this gang. Prior to his incarceration he had done a great deal of work with a local gang prevention counselor, for this reason she volunteered to be his advocate.

This participant expressed a desire to find a full time job. His advocate began networking with some of her friends in the business community who might have jobs available. Several of these individuals said they would be willing to interview him, however, he failed to follow through.

The participant also expressed an interest in enrolling in a college program. The Transitions Counselor provided him with appropiate course books and application forms. An appointment was scheduled to fill out the necessary financial aid papers and the participant failed to show up.

This participant is 21 years old and has never held a job. He is so involved with the gang that he seems unwilling to make the changes that are necessary in his life. Both his advocate and the Trnasitions Counselor will continue to provide opportunities for change.

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PARTICIPANT PROFILE # 20

AGE: 23
SEX: Male
RACE: Black
ECONOMIC STATUS: Low income

FAMILY BACKGROUND:
PARENT'S MARITAL STATUS: Father left when participant was an infant participant was raised by mother
FAMILY SIZE: Only child
CHARACTERISTICS OF SYSTEM: Unknown

CHEMICAL DEPENDENCY:
HISTORY OF DEPENDENCE: Participant began drinking prior to age 16
CURRENT USE: Moderate use of alcohol, occasionally drinks to excess
PAST/PRESENT INTERVENTION: Quit using drugs and alcohol

INVOLVEMENT WITH LAW:
PAST: 1 case of battery
NATURE OF PRESENT CASE: Assualt/Battery
CASE STATUS: Completed

EDUCATION:
LAST GRADE COMPLETED: Received high school diploma
REASON FOR LEAVING SCHOOL BEFORE GRADUATION:
MAIN REASON FOR SEEKING EDUCATION NOW: To learn to read
EDUCATIONAL ASSESSMENT: Was initially tested as having a 1.9 reading level increased to a 2.4 grade level

IN-JAIL PROGRAM PARTICIPATION:
EDUCATION: Participated in literacy program
COUNSELING: None
OTHER: None

IDENTIFIED TRANSITIONAL NEEDS:
BASICS: None
EMPLOYMENT: Part time
EDUCATIONAL: Continued reading classes
COUNSELING: None
OTHER: None

EMPLOYMENT:
AT TIME OF INCARCERATION: Unemployed full time, part time employment
PRESENT: Employed part time

FOLLOW-UP:
TYPE REQUESTED: Periodic contacts
TYPE PROVIDED: Periodic contacts

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE: Presently resides with girl friend in her apartment
STATUS OF NEEDS:
BASICS: None
EMPLOYMENT: Met
EDUCATIONAL: Met
OTHER: None

TRANSITION SUMMARY: Participant # 20 graduated from high school but is unable to read beyond a third grade level. His advocate was the in jail literacy instructor and so he has continued his reading classes with her.

He was able to secure part-time employment cleaning for several churches. He receives disability compensation so part-time employment is all he needs. His employer reports that he is a very hard worker when he understands the task. He is too limited to comprehend complex jobs.

He and his advocate volunteer meet twice a week for reading classes.

PARTICIPANT EDUCATION SUMMARY

PARTICIPANT	RECEIVED HIGH SCHOOL DIPLOMA PRIOR TO INCARCERATION	RECEIVED G.E.D. PRIOR TO INCARCERATION	ATTENDED COLLEGE PRIOR TO INCARCERATION	RECEIVED G.E.D. IN THE WILL COUNTY JAIL	PARTICIPATED IN JAIL LITERACY PROGRAM	IS IN COMMUNITY LITERACY PROGRAM	IS IN COLLEGE	PLANS TO ATTE'ID COLLEGE	
1.			X						
2.	X								
3.			X						
4.			X			X			
5.			X						
6.									
7.			X				X		
8.			X						
9.				X	X				
10.									
11.	X		X				X		
12.	X								
13.		X					X		
14.	X		X						
15.	X								
16.				X					
17.	X		X				X		
18.				X			X		
19.				X			X		
20.	X			X	X				

PARTICIPANT ALCOHOL/DRUG ABUSE SUMMARY

PARTICIPANT	USED DRUGS/ALCOHOL PRIOR TO AGE 16	RAISED IN DRUG/ALCOHOLIC FAMILY SYSTEM	RECEIVED DRUG/ALCOHOL TREATMENT PRIOR TO INCARCERATION	ABUSED DRUGS/ALCOHOL AT TIME OF INCARCERATION	PARTICIPATED IN JAIL SUBSTANCE ABUSE PROGRAM	PRESENTLY NO DRUG/ALCOHOL ABUSE	PRESENTLY DRUG/ALCOHOL ABUSE	PRESENTLY: USE UNKNOWN	PARTICIPATING IN DRUG/ALCOHOL TREATMENT
1.	X	X	X	X	X		X				
2.						X					
3.											
4.				X		X					
5.	X			X			X				
6.	X		X	X			X				
7.	X	X	X	X	X		X				
8.	X	X		X	X		X				
9.	X	X		X		X					
10.	X	X		X	X			X			
11.		X	X	X		X				X	
12.		X	X	X		X					
13.				X		X					
14.						X					
15.		X	X	X	X	X				X	
16.				X			X				
17.	X	X		X	X	X					
18.	X	X		X	X		X				
19.				X			X				
20.						X					

PARTICIPANT INVOLVEMENT WITH LAW SUMMARY

PARTICIPANT	PAST MISDEMEANOR CHARGE, OTHER THAN TRAFFIC	PAST FELONY CHARGE	PRESENT MISDEMEANOR CHARGE	PRESENT FELONY CHARGE	PRESENT CASE COMPLETED	PRESENT CASE CONTINUED	PRESENTLY ON PROBATION	NEW FELONY CHARGE	
1.		X		X	X		X			
2.				X	X		X			
3.	X			X	X		X			
4.				X	X		X			
5.				X	X					
6.	X			X	X		X			
7.	X	X		X		X	X	X		
8.	X			X	X		X			
9.				X	X		X			
10.		X		X		X		X		
11.				X	X		X			
12.				X	X		X			
13.				X	X		X			
14.				X	X		X			
15.			X		X					
16.	X			X	X		X			
17.				X	X					
18.	X			X	X		X			
19.	X		X		X					
20.		X		X	X		X			

PARTICIPANT EMPLOYMENT SUMMARY

PARTICIPANT	EMPLOYED AT TIME OF INCARCERATION	UNEMPLOYED AT TIME OF INCARCERATION	PARTICIPATED IN JOB SEARCH CLASS IN THE WILL COUNTY JAIL	PRESENTLY EMPLOYED FULL TIME	PRESENTLY EMPLOYED PART TIME	PRESENTLY SEEKING FULL TIME EMPLOYMENT	PRESENTLY UNEMPLOYED	PRESENTLY RECEIVING JOB TRAINING	PRESENTLY SEEKING JOE TRAINING
1.		X	X	X						
2.		X		X				X		
3.		X								
4.	X		X	X						
5.		X		X						
6.		X		X						
7.		X	X				X			
8.		X	X	X						
9.		X	X	X						
10.		X								
11.		X				X	X		X	
12.		X				X	X	X		
13.		X	X				X			
14.	X				X	X			X	
15.	X			X						
16.		X					X		X	
17.		X		X						
18.	X		X	X						
19.		X					X			
20.	X				X					

MAJOR PROBLEM AREAS IN OBTAINING EMPLOYMENT

TYPE OF PROBLEM AREA	% OF PARTICIPANTS
LIMITED JOB SKILLS/EDUCATION	72%
LACK OF POSITIVE SELF ESTEEM, MOTIVATION, PERSONAL RESPONSIBILITY	72%
UNREALISTIC EXPECTATIONS OF THE JOB MARKET	67%
PROBLEMS WITH UNSTABLE FAMILY LIFE, RELATIONSHIPS AND OTHER SOCIAL ISSUES	67%
PROBLEMS WITH DRUGS AND ALCOHOL	61%
MAJOR CONCENTRATION ON MEETING SURVIVAL NEEDS OF SHELTER, FOOD, ETC.	56%
LIMITED MENTAL ABILITY	22%
RETURN TO LIFE STYLE WITH GANG INVOLVEMENT	11%

EMPLOYED PARTICIPANTS: TYPES OF EMPLOYMENT

PARTICIPANT PROFILE #	TYPE OF EMPLOYMENT
1	installation of heating and cooling units
2	piece work in a program of job training for disabled
4	general factory work
5	lingerie modeling
6	bundling newspapers
8	carnival work
9	fast food restaurant help
15	roofing installation
17	waiting table in a restaurant
18	stable help at race track
14	C.P.A. work (part time)
20	church maintenance work (part time)

UNEMPLOYED PARTICIPANTS: SIGNIFICANT FACTORS

PARTICIPANT PROFILE #	SIGNIFICANT FACTORS
7	young, hispanic, active participant in jail programs, highly motivated while in jail, quality time with advocate, basic human needs met, obtained a job, registered for college, but after a few weeks he returned to his involvement with gang activity and drinking...found at scene of a crime asleep and drunk...back in jail
11	middle age, caucasian, unemployed at time of incarceration but with a significant work history...upon release from jail he admitted himself into an alcohol treatment program, presently at a half way house for recovering alcoholics, actively seeking employment...continues to suffer from depression, needs continued advocacy and professional counseling
12	middle age, hispanic, unemployed at time of incarceration but with a significant work history...initial transition energy spent in meeting survival needs of finding shelter, food and clothing...stayed at local mission, received computer training from Prison Release Ministry...presently obtaining identification cards and looking for a job
13	young, caucasian, unemployed at the time of incarceration, living in a protective family environment, little motivation to obtain employment...plans to attend college full time in September
16	young, caucasian, history of mental illness, participated in literacy program in jail, advocate has helped him find a program for the disabled but he has not followed through as yet...personality problems, no secure environment...needs residential program with a structured environment
19	young, hispanic, received GED while in jail...advocate has offered sufficient assistance...participant gives lip service but no action, back into gang activities

EMPLOYMENT ASSISTANCE AGENCIES PROVIDING SERVICES TO PARTICIPANTS

NAME OF AGENCY	TYPES OF SERVICE
Illinois Department of Employment Security 250 N. Chicago Street Joliet, IL 60432 815-740-5101	-testing and evaluation -jail bond release services -job counseling -job placement
Private Industry Council 227 N. Chicago St. Joliet, IL 60431 815-740-3535	-job training programs -job placement -summer job program for youth (17-21)
Prisoner Release Ministry Model Ex-Offender Program 203 N. Ottawa St. P.O. B.69 Joliet, IL 60434-0069 815-723-8998	-job placement for ex-offenders -job training program for use of computers -group motivation sessions
Illinois Department of Rehabilitation Services 10 N. Fairlane Drive, Suite 102 Joliet, IL 60435 815-744-2371	-job training for disabled -job placement for disabled

APPENDIX B

TABLE OF CONTENTS

Procedures for Program

Syllabus for Job Search

Participant Intake
Registration Form

Participant Progress
Report Form

Participant Profile
Information Form

Syllabus for Advocate
Training Program

Resource List of
Community Agencies

Brochure: Step by step
Procedures in
obtaining help
during transition

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PROCEDURES FOR PROGRAM

1. Select jail residents who wish to participate in an in jail course in career exploration and pre-employment skills called Job Search.

   Job Search : Teacher and Student Syllabus

2. Select jail residents who wish to participate in a follow-up program during their transition into the community.

   Participant Intake Registration Form

3. Inform participant of community agencies willing to provide services during transition into the community.

   Resource List of Community Agencies

   Brochure: Step by step procedures in obtaining help during transition

4. Contact those community agencies willing to provide specific services for a participant before release from jail.

5. Contact and select citizen advocates who will walk with jail residents during transition

   Syllabus: Advocate Training Program

6. Follow-up participants into the community

   Participant Progress Report Form

7. Prepare a profile report for each participant

   Participant Profile Information Form

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JOB SEARCH

STUDENT SYLLABUS

CLASS I: WHAT IS THE PURPOSE OF THIS COURSE?
HOW REALISTIC IS MY "DREAM JOB"?
WHAT DOES MY PERSONALITY TYPE TELL ME ABOUT THE KIND OF JOB THAT WOULD BE GOOD FOR ME?
HOW DO I WRITE MY RESUME?

CLASS II: WHAT ARE MY INTERESTS, VALUES AND ABILITIES?
(Private Industry Council Testing Program)

CLASS III: HOW DO I INTERPRET THE RESULTS OF MY TEST?
HOW DO I SELECT A GOOD JOB AREA?

CLASS IV: HOW DO I WRITE A LETTER OF APPLICATION?
HOW DO I COMPLETE AN APPLICATION FORM?

CLASS V: HOW DO I FIND A JOB IN WILL COUNTY?
WHAT ARE SOME IDEAS THAT CAN HELP ME IN MY TRANSITION FROM JAIL TO THE COMMUNITY?

CLASS VI: HOW DO I PRESENT MYSELF TO AN EMPLOYER?
HOW DO I CALL FOR AN INTERVIEW?
WHAT QUESTIONS CAN I EXPECT IN AN INTERVIEW?
WHAT INFORMATION SHOULD I TAKE WITH ME FOR THE INTERVIEW?

CLASS VII: HOW DO I CONDUCT MYSELF DURING THE INTERVIEW?
(Role playing practice)

CLASS VIII: HOW DO I KEEP MY JOB:
HOW DO I COPE WITH CONFLICT?
HOW DO I DEAL WITH COMMUNICATION AND ANGER?
WHAT ARE SOME JOB BEHAVIOR DO'S AND DONT'S?

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JOB SEARCH

TEACHER SYLLABUS

CLASS I:

OBJECTIVES:

1. to stimulate an interest in exploring job possibilities, and develop pre-employment skills
2. to motivate students on the importance of work
3. to measure the "dream job" in realistic terms
4. to help students consider their personality types in relationship to their job choices
5. to teach students how to write a resume

ACTIVITIES:

1. present an overview of the course
2. students share previous employment experiences
3. students reflect on their "dream job"
4. presentation of realistic expectations for a job
5. information on how to write a resume (assignment)
6. Myers Briggs Indicator (short form: Personality types)
7. Myers Briggs Feedback: Personality Type and Job Choice

MATERIALS

1. student syllabus
2. Text Books:

   Occupational Knowledge, Reading Book
   Occupational Knowledge, Student Workbook

APL Series
Harcourt Brace Javanovich, INC.
Chicago, IL 1980

3. The Dream Job: OK Workbook, p 12-13

4. Writing a Resume; OK Workbook p 77

5. Myers Briggs Type Indicator (Abbreviated Version)
Consulting Psychologists Press, INC
577 College Ave. Palo Alto, CA 94306

CLASS II:

OBJECTIVES:

To clarify students' interests, abilities and values in terms of realistic job possibilities

ACTIVITY:

Private Industry Council Testing Program:

Comprehensive Career Guide

MATERIALS:

Career Occupational Preference System

COPS: Interests
CAPS: Abilities
COPES: Values
EDITS/ Educational and Industrial Testing Service
San Diego, CA 92107

CLASS III:

OBJECTIVES:

1. to interpret test results

2. to discover suitable job possibilities

ACTIVITIES:

1. feed back session from examiner

2. Examination of COPS System Cluster Booklets

MATERIALS:

COPS SYSTEM Career Cluster Booklet Kit
EDITS/ Educational and Industrial Testing Service
San Diego, CA 92107

CLASS IV:

OBJECTIVES:

to develop pre employment skills of:
resume writing
letter of application
completing an application form

ACTIVITIES:

1. return first draft of resume, complete resume by adding additional information
2. write a letter of application to accompany the resume
3. complete an application form
4. discuss problem questions concerning criminal history.

MATERIALS:

1. O.K. Student Workbook p 75
(letter of application format)
2. O.K. Student Workbook pp 66-74
(application form)
Additional application forms from specific companies

CLASS V:

OBJECTIVES:

1. to give information concerning the network of community services available to help students find a job
2. to give clear information concerning a step by step procedure to follow in the transition from jail to community

ACTIVITIES:

1. information session; teacher presentation of material
2. discussion concerning resources

CLASS V Cont.

MATERIALS:

1. Community Services
   Center for Correctional Concerns
   1550 Plainfield Road, Joliet, Illinois 60435

2. TRANSITION PAMPHLET
   Center for Correctional Concerns

3. O.K. Student Workbook pp 25-45
   O.K. Reading Book pp 33-76

CLASS VI:

OBJECTIVES:

to develop pre-employment skills of calling for an interview, and preparing for a job interview

ACTIVITIES:

1. Discuss tapes: Calling For An Interview
   Would You Hire This Person

2. Discuss questions often asked in an interview
   Distribute Pocket Guide to Job Interviewing

MATERIALS:

1. Tape: Calling for an Interview

   Tapescritp: O.K. Reading Book p 93

2. Tape: Would You Hire This Person?
   Tapescript: O.K. Reading Book p 103

3. Pocket Guide To Job Interviewing
   A. Mendelsohn
      Job Data, INC
      105 West Madison
      Suite 1708
      Chicago, IL 60602

CLASS VII:

OBJECTIVES:

to develop pre employment skill of participating in a job interview

ACTIVITY:

1. role play job interviews: contrast types of employers

2. discuss each role play, critique

MATERIALS:

tape recorder to record role play

CLASS VIII:

OBJECTIVES:

1. to develop effective job behavior skills

2. to help develop coping mechanisms for dealing with communication problems and anger on the job

ACTIVITY:

General Discussion of Information presented in the text on effective job behavior

MATERIALS:

1. O.K. Workbook: pp 125-138

2. O.K. Reading book pp 145-166

TRANSITIONS

CENTER FOR CORRECTIONAL CONCERNS

1550 Plainfield Road • Joliet, IL 60435 • (815) 729-2662

PARTICIPANT REGISTRATION

Name: _____ Nature of Charge: _____

Address: _____ Arrival date: _____

City: _____ State: _____ Expected release date: _____

Zip: _____ Attorney: _____

Phone: ( ) _____ Probation officer: _____

Date of birth: _____

Place an X in the space next to the area(s) of need you will have upon your release from the Will County Jail.

Identification:

_____ Birth certificate _____ Social security card

_____ Illinois identification card _____ Drivers license

Basics:

_____ Housing _____ Food _____ Clothing

Employment:

_____ Full-time job _____ Part-time job

School:

_____ Reading classes _____ GED classes

_____ College courses _____ Technical training

Area of Study: _____

Counseling:

_____ Substance abuse assistance _____ Personal counseling

_____ Family counseling _____ Mental health treatment

What type of follow-up would you like ?

_____ Help until basic needs are met _____ Monthly contact until needs are met

_____ Weekly contact for three months _____ Help until all needs are met

What do you hope you will gain from this program ? _____

_____

_____

What will your responsibility be as a participant of this program ? _____

_____

_____

(participant)

An Equal Opportunity Affirmative Action Employer

3-1-87

TRANSITIONS

CENTER FOR CORRECTIONAL CONCERNS

1550 Plainfield Road • Joliet, IL 60435 • (815) 729-2662

PARTICIPANT PROGRESS REPORT

Name: _____ Date: _____

Needs:	Informed of Services	Services Received
_____ Housing	_____	_____
_____ Food	_____	_____
_____ Clothing	_____	_____
_____ Birth certificate	_____	_____
_____ Social security card	_____	_____
_____ Illinois identification card	_____	_____
_____ Drivers license	_____	_____
_____ Full-time job	_____	_____
_____ Part-time job	_____	_____
_____ Reading classes	_____	_____
_____ GED classes	_____	_____
_____ College courses	_____	_____
_____ Technical training	_____	_____
_____ Substance abuse assistance	_____	_____
_____ Personal counseling	_____	_____
_____ Family counseling	_____	_____
_____ Mental health treatment	_____	_____
_____ Other	_____	_____

_____

Comments: _____

_____

_____

_____

Status of follow-up:

_____ Continuing

_____ Terminated

Signed,

_____

Advocate

An Equal Opportunity Affirmative Action Employer

TRANSITIONS

CENTER FOR CORRECTIONAL CONCERNS

1550 Plainfield Road • Joliet, IL 60435 • (815) 729-2662

PARTICIPANT PROFILE INFORMATION

AGE:
SEX:
RACE:
ECONOMIC STATUS:

FAMILY BACKGROUND:
- PARENT'S MARITAL STATUS:
- FAMILY SIZE:
- CHARACTERISTICS OF SYSTEM:

CHEMICAL DEPENDENCY:
- HISTORY OF DEPENDENCE:
- CURRENT USE:
- PAST/PRESENT INTERVENTION:

INVOLVEMENT WITH LAW:
- PAST:
- NATURE OF PRESENT CASE:
- CASE STATUS:

EDUCATION:
- LAST GRADE COMPLETED:
- REASON FOR LEAVING SCHOOL BEFORE GRADUATION:
- MAIN REASON FOR SEEKING EDUCATION NOW:
- EDUCATIONAL ASSESSMENT:

IN-JAIL PROGRAM PARTICIPATION:
- EDUCATION:
- COUNSELING:
- OTHER:

IDENTIFIED TRANSITIONAL NEEDS:
- BASICS:
- EMPLOYMENT:
- EDUCATIONAL:
- COUNSELING:
- OTHER:

EMPLOYMENT:
AT TIME OF INCARCERATION:
PRESENT:

FOLLOW-UP:
TYPE REQUESTED:
TYPE PROVIDED:

CURRENT FOLLOW-UP DATA:
PLACE OF RESIDENCE:
STATUS OF NEEDS
BASICS:
EMPLOYMENT:
EDUCATIONAL:
OTHER:

TRANSITION SUMMARY:

TRANSITIONS
CENTER FOR CORRECTIONAL CONCERNS
1550 Plainfield Road • Joliet, IL 60435 • (815) 729-2662

January 21, 1987

Rotary Club of Joliet
Dr. Pete Nichols
201 N. Joliet Street
Joliet, Illinois

Dear Mr. Nichols,

The Center for Correctional Concerns has inaugurated a new program called Transitions. The aim of this innovative program is to implement a complete system of vocational educational intake, assessment, referral, and follow up in the community for Will County Jail residents in transition.

We have taken this approach because we believe crime can become a cycle for the offender. The only way to break this cycle is by providing the impetus for change.

Since crime is a social problem, citizen effort must be part of the solution to that problem. This is why I am calling on you to assist with the new Transitions program. We are looking for men and women to serve as advocates for the 20 participants of this program.

As advocates you would receive instruction on the special needs of these individuals, as well as information on agencies that provide services. You would be assigned a participant to assist while he/she is in transition from jail to the community. Hopefully, through this program you will have the satisfaction that you have helped one person in his/her transition to society.

If you would like more information about the Transitions program, or if you would like to be an advocate please contact me, Laura Munch, at the Center for Correctional Concerns.

Sincerely,

Laura J. Munch

LM/ss

TRANSITIONS

CENTER FOR CORRECTIONAL CONCERNS

1550 Plainfield Road • Joliet, IL 60435 • (815) 729-2662

TRAINING PROGRAM FOR ADVOCATES
REGISTRATION FORM

Name: _____ Address: _____

Date: _____ Phone: _____

1. How did you hear about the advocacy program ? _____

2. What would you like to gain personally from your participation as an advocate ? _____

3. What qualities and characteristics do you possess that will aid you in being an effective advocate ?

4. What are some weaknesses you possess that may hinder your abilities as an advocate ? _____

5. What qualities in others do you have the most difficult time accepting ? _____

6. What are some things you may need from the director of this program to make your experience fulfilling ? _____

7. Are you more opposed to one type of offense or offender than another ? Please elaborate on those participants you do not feel you could deal with constructively. _____

8. Please include any additional comments you feel would assist us in matching you with a participant of the Transitions Program. _____

An Equal Opportunity Affirmative Action Employer

TRANSITIONS
CENTER FOR CORRECTIONAL CONCERNS
1550 Plainfield Road • Joliet, IL 60435 • (815) 729-2662

TRAINING PROGRAM FOR ADVOCATES
SYLLABUS

SESSION I: (1½ hours)

OBJECTIVES:

- to give overview of program
- to give introduction to criminal justice system
- to present expectations of advocates
- to screen advocates
- to evaluate session

ACTIVITIES:

- explanation of history, goals of program and reason for advocate component
- explanation of court process and sense of jail life
- discussion of expectations of the advocates in open forum
- completion of evaluation form

MATERIALS:

- questionnaire
- evaluation

SESSION II: (2 hours)

OBJECTIVES:

- to explain survival packet
- to develop connection to agencies
- to introduce project transitions participant
- to enhance advocacy experience for the advocate

ACTIVITIES:

- walking through the survival packet
- discussion of links to other agencies
- introduction of the participant
- open discussion of advocates personal goals from participation

MATERIALS:

- survival packets
- list of agencies available to assist with transition

SESSION III: (45 minutes)

OBJECTIVES:

- to become more familar with advocate as unique individual and to affirm him/her
- to assess progress
- to iron out any possible problems or difficulties

ACTIVITY:

- one on one discussion

MATERIAL:

- none

TRANSITIONS
CENTER FOR CORRECTIONAL CONCERNS
1550 Plainfield Road • Joliet, IL 60435 • (815) 729-2662

SESSION #1
TRAINING PROGRAM FOR ADVOCATES EVALUATION

1. Material presented was well organized ?

1	2	3	4	5
poor		average		above average

2. Material presented was informative and beneficial.

1	2	3	4	5
poor		average		above average

3. Transitions porgram was clearly explained both in terms of philosophy and goals.

1	2	3	4	5
poor		average		above average

4. As a participant I was able to develop a sense of my role in the program.

1	2	3	4	5
poor		average		above average

5. Expectations of advocates were explained clearly and concisely.

1	2	3	4	5
poor		average		above average

6. This session stimulated my interest in becoming an advocate.

1	2	3	4	5
poor		average		above average

7. Rate the opportunity you were given to share your ideas and experiences.

1	2	3	4	5
poor		average		above average

8. I was given sufficient time to get to know other training participants.

_____ yes _____ no

9. I am planning to attend the remainder of the training with the intent of participating.

_____ yes _____ no

Comments: _____

_____

_____

_____

An Equal Opportunity Affirmative Action Employer

3-1-87

CENTER FOR CORRECTIONAL CONCERNS

1550 Plainfield Road Joliet, IL 60435 • (815) 729-2662

CRISIS ASSISTANCE

FIRE & AMBULANCE 726-2401

JOLIET POLICE 726-2491

WILL COUNTY SHERIFF . . . 727-8892

ST. JOSEPH HOSPITAL . . . 725-7133

SILVER CROSS HOSPITAL . . 740-1100

CRISIS LINE 722-3344

WILL COUNTY JAIL 727-8681

WILL CO. CRISIS INTERVENTION
727-8512

IDENTIFICATION

WILL COUNTY DEPARTMENT OF PUBLIC AID
101 S. Larkin Avenue
Joliet, IL 60436 725-0122
-Food stamps, Medical card ADC

SOCIAL SECURITY ADMINISTRATION
101 N. Joliet Street
Joliet, IL 60434 740-2000
-Social Security Card, Disability Assistance

ILLINOIS DRIVERS' LICENSE EXAMINER
1220 Richards Street
Joliet, IL 60433 725-5262
-drivers license
-identification card

CRISIS / PUBLIC AID / IDENTIFICATION / HOUSING / FOOD

(see back page)

LEGAL & CORRECTIONAL ASSISTANCE

WILL COUNTY JUDGES

Bolden, Raymond . . . 727-8640
Buchar, Robert . . . 727-8542
Cerri, Vincent . . . 727-8549
Cirricione, John . . 727-8596
Ewert, Thomas 727-8551
Falk, Bruce 727-8640
Grabiec, Edwin . . . 727-8556
Hasse, Herman 727-8553
Kuhar, Ludwig 727-8875
Lechwar, Rodney . . . 727-8689
Lyons, Michael . . . 727-8555
Orenic, Michael . . . 727-8540
Penn, William 727-8611
Pistilli, Angelo . . 727-8538
Rudman, Martin . . . 727-8875
Smith, Edward 727-8790
Vinson, Thomas . . . 727-8580

COURT INFORMATION . . . 727-8545

STATE'S ATTORNEY'S OFFICE
14 W. Jefferson Street
Joliet, IL 60431 727-8453

PUBLIC DEFENDER'S OFFICE
58 N. Chicago Street
Joliet, IL 60431 727-8666

WILL COUNTY PROBATION DEPARTMENT
58 N. Chicago Street Suite 606
Joliet, IL 60431 727-8446

JOLIET AREA PAROLE OFFICE
Route 53 & Airport Road
Lockport, IL 60441 834-1514

TASC(TREATMENT ALTERNATIVES TO STREET CRIME)
58 N. Chicago Street Suite 508
Joliet, IL 60431 727-6397
Chicago Office 312-787-0208

WILL COUNTY LEGAL ASSISTANCE PROGRAM
68 N. Chicago Street Room 229
Joliet, IL 60431 727-5123

GENERAL ASSISTANCE AGENCIES

AMERICAN RED CROSS
20 E. Cass Street
Joliet, IL 60431 723-3494
-Disasters; services for veterans & military

CATHOLIC CHARITIES
411 Scott Street
Joliet, IL 60432 723-3405

HILL MEMORIAL CENTER
416 Ontario
Joliet, IL 60436 723-0942

SPANISH CENTER
309 N. Eastern
Joliet, IL 60432 727-3683
-services for hispanics

JOLIET TOWNSHIP GENERAL ASSISTANCE
51 N. Desplaines Street
Joliet, IL 60431 726-4781

LOCKPORT TOWNSHIP GENERAL ASSISTANCE
222 E. 9th Street
Lockport, IL 60441 . . . 838-0380

SALVATION ARMY
300 Third Avenue
Joliet, IL 60433 726-4834

CENTER FOR COMMUNITY CONCERNS
225 Chicago Street
Joliet, IL 60431 740-2607

VETERANS

ILLINOIS DEPARTMENT OF VETERANS
58 N. Chicago Street
Joliet, IL 60431 727-6584
-filing for benefits

AMERICAN RED CROSS
20 E. Cass Street
Joliet, IL 60431 723-3494
-service to vets & military families

PRISONER RELEASE MINISTRY, INC. (Roger Logue)
MODEL EX-OFFENDER PROGRAM
203 N. Ottawa Street P.O. Box 69
Joliet, IL 60434-0069 723-8998
-Employment assistance for ex-offenders

PIC(PRIVATE INDUSTRY COUNCIL)
227 N. Chicago Street 2nd Floor
Joliet, IL 60431 740-3535
-Job Training & placement assistance
-Education/employment assistance

ILLINOIS DEPT. OF REHABILITATION SERVICES
10 N. Fairlane Drive Suite 102
Joliet, IL 60435 744-2371
-Employment for disabled

CORNERSTONE SERVICES
2401 W. Jefferson Street
Joliet, IL 60435 744-7204
-employment for disabled

ILLINOIS DEPT. OF EMPLOYMENT SECURITY
250 N. Chicago Street
Joliet, IL 60432 740-5101
-Testing & evaluation
-Job finding
-Counseling

MANPOWER TEMPORARY SERVICES
150 Ruby Street
Joliet, IL 60435 726-4406

GENIE TEMPORARY SERVICES
4 S. Midland Avenue
Joliet, IL 60436 741-0441

TEMP-HELP LTD.
57 W. Jefferson Street
Joliet, IL 60432 726-7900

EDUCATIONAL ASSISTANCE

PIC (PRIVATE INDUSTRY COUNCIL)
227 N. Chicago Street 2nd Floor
Joliet, IL 60431 740-3535
-Jobs & training

JOLIET JUNIOR COLLEGE
1216 Houbolt Road
Joliet, IL 60436 . . . . . 729-9020 Ex. 295
JJC EARLY LEAVERS PROGRAM 729-9020 Ex. 253
-College credit courses while working for GED
JJC ADULT EDUCATION PROGRAMS
(Various locations) 729-9020 Ext. 1449
-Adult Basic Education, GED preparation

COLLEGE OF ST. FRANCIS
500 Wilcox
Joliet, IL 60435 740-3360

LEARNING & SKILLS CENTER
61 W. Clinton Street
Joliet, IL 60431 723-7117
-Adult Basic Education, GED Preparation

WILL COUNTY SUPERINTENDENT OF SCHOOLS
14 W. Jefferson Street (Annex)
Joliet, IL 60431 727-8466
-GED Test Application

SER JOBS FOR PROGRESS
155 E. Jefferson Street
Joliet, IL 60432 726-1630
-Jobs & Education (Latino & Minority)

LEWIS UNIVERSITY
Route 53
Romeoville, IL 60441 838-0500

CLOTHING ASSISTANCE

ST. VINCENT DEPAUL RESALE STORE
60 W. Cass Street
Joliet, IL 60432 . . . 722-1140

GOOD WILL INDUSTRIES
111 E. Jefferson Street
Joliet, IL 60431 . . 723-7604

SALVATION ARMY RED SHIELD STORE
27 E. Cass Street
Joliet, IL . . 722-9221

(See General Assistance Agencies)

ALCOHOL AND DRUG PROBLEM ASSISTANCE

ST. JOSEPH MEDICAL CENTER
333 N. Madison Street
Joliet, IL 60435 . . . 725-7133 Ext. 3297
Ext. 7545
-In-patient alcoholism Rehabilitation
-Out-Patient Program

SILVER CROSS HOSPITAL
1200 Maple Road . . 740-7039
Joliet, IL 60432
-In-patient alcohol and drug program

ALCOHOLICS ANONYMOUS
350 E. Washington Street
Joliet, IL 60434 727-5977
-Counseling, Meetings
-Al-Anon, Alateen Information Service
-Family of alcoholics assistance

HEALY & ASSOCIATES
1520 Rock Run Drive
Joliet, IL 60435 741-0102
-DUI Remedial Class, Counseling
-Family Intervention Service

TRAFFIC SCHOOL OF BEHAVIOR CHANGE, INC.
81 N. Chicago Street Suite 400
Joliet, IL 60431 723-7575
-DUI Remedial Classes and alcohol assessments

LIFE WORKS CHEMICAL DEPENDANCY CENTERS
168 N. Ottawa Street Suite 310
Joliet, IL 60431 727-4611
420 Medical Circle Drive, Bolingbrook
312-759-5750
-Methadone Outpatient Treatment 727-4612
-Counseling & out-patient treatment
727-6488

SHELTERING ARMS
501-03 Broadway Street
Joliet, IL 60435 722-4414
-Residential program for women

JOLIET HALFWAY HOUSE, INC.
609 Second Avenue
Joliet, IL 60433 722-2220
-Residential program for men

ALCOHOLISM COUNSELING CENTER OF WILL CO.
501 Ella Avenue
Joliet, IL 60433 727-8772
-Counseling Services

TRI-COUNTY ALCOHOLISM REHAB. CENTER
501 N. Broadway Street
Joliet, IL 60435 . . . 722-2226
-Alcohol Treatment Program

TASC (Treatment Alternatives to St. Crime)
58 N. Chicago Street Suite 508
Joliet, IL 60431 727-6397
Chicago Office . . . 312-787-0208
-Residential Placement

HEALTH SERVICES

WILL COUNTY HEALTH DEPARTMENT
501 Ella Avenue
Joliet, IL 60433 727-8480
-General health service
-V.D. Clinic

EASTER SEAL REHABILITATION CENTER OF WILL COUNTY
257 Springfield Avenue
Joliet, IL 60435 725-2194
-Rehabilitation for physically/mentally handicapped.

WILL COUNTY MENTAL HEALTH CENTER
501 Ella Avenue
Joliet, IL 60433 727-8521

PREGNANCY

BIRTHRIGHT OF JOLIET
Marycrest Shopping Center
2112 W. Jefferson Street Rm 156
Joliet, IL 60436 725-3411
-24 Hr service - Emergencies
-counseling
-Medical Assistance
-financial aid

LAMB'S FOLD
Home for Unwed Mothers
18328 W. Commercial St.
Symerton, IL 60481 1-476-7800

FAMILY, YOUTH, WOMEN'S SERVICES

FAMILY COUNSELING AGENCY OF WILL COUNTY
2317 W. Jefferson St.
Joliet, IL 60435 741-0846
-family & individual counseling
-Marital/pre-marital counseling
-Therapy-Crisis Intervention

ILLINOIS CHILDREN & FAMILY SERVICES
55 W. Jefferson Street
Joliet, IL 60431 740-2740
-services for families & children

AUNT MARTHA'S
68 N. Chicago St. Room 425
Joliet, IL 60431 727-3002
-Services for teens to age 21

GUARDIAN ANGEL HOME
1550 Plainfield Road
Joliet, IL 60435 729-0930
-Services for families & children, victims of domestic violence, child abuse

DISPLACED HOMEMAKER PROGRAM
375 W. Briarcliff
Bolingbrook, IL 60439 . . . 312-759-0520

HOUSING ASSISTANCE

MORNING STAR MISSION
69 N. Joliet Street
Joliet, IL 60431 722-5780
-Free temporary shelter; food

GROUNDWORK
Battered Women Shelter & Program
Call CRISIS LINE 729-1228
-temporary shelter

JOLIET TOWNSHIP SUPERVISOR
51 N. Desplaines Street
Joliet, IL 60431 726-4781

LOW COST HOUSING

HOUSING AUTHORITY OF JOLIET
6 South Broadway Street
Joliet, IL 60435 727-0611

YMCA
215 N. Ottawa Street
Joliet, IL 60431 740-3347

JOLIET MOTOR HOTEL
373 Western Avenue
Joliet, IL 60435 727-9251

PLAZA HOTEL
26 W. Clinton Street
Joliet, IL 60431 726-6195

FOOD ASSISTANCE

MORNING STAR MISSION
69 N. Joliet Street
Joliet, IL 60431 722-5780
(All Welcome) Breakfast 6:45; Lunch 12:00
Supper 5:00 followed by service.

FOOD STAMPS-WILL COUNTY DEPT. OF PUBLIC AID
101 S. Larkin Avenue
Joliet, IL 60436 725-0122

EMERGENCY FOOD

H.E.L.P FOOD PANTRY
CENTERS: Catholic Charities
Salvation Army
Hill Memorial
(See General Assistance Listing)

ST. MARK'S
348 S. Joliet Street
Joliet, IL 60431 723-8155
Lunches 11:00-1:30 Mon./Tue./Wed./Fri.

SHEPHERD'S TABLE-ST. MARY'S CARMELITE
113 N. Ottawa Street
Joliet, IL 60431 726-4733
Lunches 11:00-1:00 Mon./Wed./Fri.

SECOND BAPTIST CHURCH
156 S. Joliet Street
Joliet, IL 60436 726-3731
Supper 3:00-4:00 Thursday

TRANSITIONS

CENTER FOR CORRECTIONAL CONCERNS

1550 Plainfield Road • Joliet, IL 60435 • (815) 729-2662

EDUCATION

DO YOU NEED TO CONTINUE IN SCHOOL?

Step # 1 - Go to...

JOLIET JUNIOR COLLEGE
1216 Houbolt Road
Joliet, IL 60436
729-9020 ext. 295

- college classes and programs

— OR —

IJC EARLY LEAVERS PROGRAM
729-9092 ext. 253

- college credits whole working for GED

— OR —

IJC ADULT EDUCATION PROGRAMS
729-9092 ext. 1449

- adult basic education, GED preparation

CLOTHING

DO YOU NEED CLOTHING AND HAVE NO MONEY?

Step #1 - Go to...

SALVATION ARMY
300 Third Avenue
Joliet, IL 60433

- get voucher for clothing

Step #2 - Go to...

SALVATION ARMY STORE
27 E. Cass Street
Joliet, IL 60432
722-9221

- purchase clothes using voucher

CENTER FOR CORRECTIONAL CONCERNS
1550 Plainfield Road
Joliet, IL 60435
(815) 729-2662

(An Affirmative Action Equal Opportunity Employer)

TRANSITIONS

Dear Friend,

We realize that as you leave the Will County Jail you face a difficult time of transition. This is a time that is marked by the need for housing, food, clothing and employment.

We have compiled this basic survival information to help you through this time of transition. The step-by-step instructions should help you receive the services you need.

We hope that this resource pamphlet is of help to you. It does not include all the services abailable in the Joliet area, but it has those that will be the most helpful to you during your time of transition.

If you need additional assistance please feel free to contact us. You have our sincere best wishes for a good life and a successful future.

Sincerely,

The Staff
Center for Correctional Concerns

BIRTH CERTIFICATE

DO YOU NEED A BIRTH CERTIFICATE?
BORN IN WILL COUNTY?
Step #1 - Go to...

WILL COUNTY CLERKS OFFICE
302 N. Chicago Street
Joliet, IL 60431
740-4615

Know...
— Date of birth
— Mother's name
— Father's name
*there is a $5.00 fee

NOTE: You may also write to the clerk's office and request a copy of your birth certificate.
Include:
— $5.00 fee (check or money order)
— Date of birth
— Mother's name
— Father's name
— Mailing address

BORN IN ANOTHER COUNTY BESIDES WILL?
Born in another county besides Will?
Step #1 - ...
Phone 740-4615 to get address and phone number for the county in which you were born. Call this office to find out how much a copy of your birth certificate costs.

Step #2 - ...
Write to your county to get a copy of your birth certificate.
Include...
— the fee (check or money order)
— Date of birth
— Mother's name
— Father's name
— Mailing address

IDENTIFICATION

DO YOU NEED IDENTIFICATION?

Step #1 - Go to...

PUBLIC AID OFFICE
45 E. Webster
Joliet, IL 60432
740-5350

- register for food stamps and other benefits
* bring birth certificate or court papers

Step #2 - Go to...

SOCIAL SECURITY OFFICE
101 N. Joiet Street
Joliet, Il 60435
740-2000

- receive a social security card
* bring two pieces of I.D.

Step #3 - Go to...

DRIVERS' LICENSE BUREAU
1220 S. Richards Street
Joliet, IL 60432
725-5262

- receive a picture I.D.
* bring birth certificate and two other pieces of I.D.

HOUSING

DO YOU NEED HOUSING AND HAVE NO MONEY?

Step #1 - Find a place to live for two weeks in Joliet so you have an address.

CONTACT:
CENTER FOR COMMUNITY CONCERNS
225 N. Chicago Street
Joliet, IL 60431
740-2607

- emergency assistance

OR

MORNING STAR MISSION
69 N. Joliet Streett
Joliet, IL 60431
722-5780

- free temporary shelter and meals

Step #2 - Register for food stamps and other benefits you may be eligible for at...

PUBLIC AID OFFICE
45 E. Webster
Joliet, IL 60432
740-5350

Step #3 - Apply for assistance at...

JOLIET TOWNSHIP
SHELTER/WORK FARE
51 N. Desplaines Street
Joliet, IL 60432
726-4781

- financial assistance for housing
* you need to have followed steps #1 and #2

EMPLOYMENT

DO YOU NEED A JOB?

Step #1 - Go to...

ILLINOIS DEPARTMENT OF
EMPLOYMENT SECURITY
250 N. Chicago St.
Joliet, IL 60432
740-5101

- testing and evaluation
- job finding
- counseling

Step #2 - Go to...

PIC (Private Industry Council)
225 N. Chicago Street
Joliet, IL 60431
740-3535

- employment assistance
- job training
- education

* men ages 18-25 must be registered for the draft to receive services - register at your local post office

— OR —

PRISON RELEASE MINISTRY, INC.
203 N. Ottawa Street
Joliet, IL 60434
723-8998

- computer training
- employment assistance

DRUGS

DO YOU NEED HELP WITH AN ALCOHOL PROBLEM?

Step # 1 - Go to...

ALCOHOLICS ANONYMOUS
350 E. Washington Street
Joliet, IL 60435
726-5531

- counseling, meetings

— OR —

ALCOHOLISM COUNSELING CENTER
501 Ella Avenue
Joliet, IL 60433
727-8772

- counseling services

— OR —

TRI-COUNTY ALCOHOLISM REHAB
501 N. Broadway
Joliet, IL 60436
722-2226

- alcohol treatment program

DO YOU NEED HELP WITH A DRUG PROBLEM?

Step #1 - Go to...

LIFEWORKS
168 N. Ottawa Street
Suite 310
Joliet, IL 60431
727-4611

- counseling
- out-patient treatment

APPENDIX C

PRODUCT ABSTRACTS

Syllabus: Advocate Training Program

Syllabus: Job Search

Model Program: Transitions

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material SYLLABUS: Advocate Training Program

2. Date material was completed June 1987

3. Please check one: New material X Revised material ____ Field-tested material ____

4. Originating agency CENTER FOR CORRECTIONAL CONCERNS

   Address 1550 Plainfield Rd. Joliet, IL Zip Code 60435

5. Name(s) of developer(s) Sr. Vivian Whitehead, O.S.F., Ph.D and Project Staff

   Address 1550 Plainfield Rd. Joliet, IL Zip Code 60435

6. Developed pursuant to Contract Number 27 RG 649

7. Subject Matter (Check only one according to Department of Education Code):

   Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Arts Education
   ____ 16 Technical Education
   ____ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   X Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6 ____ 7-8 ____ 9-10 ____ 11-12
   ____ Post-Secondary X Adult ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service) ____ Other (Specify) ____

9. Intended for Use By:

   X Student (Adult) ____ Classroom Teacher ____ Local Administrator
   X Teacher Educator ____ Guidance Staff ____ State Personnel
   ____ Other (Specify) ____

10. Student Type:

    X Regular ____ Disadvantaged ____ Handicapped
    ____ Limited-English Proficiency ____ Other (Specify) ____

11. Medium and Format of Materials:

    ___ HARDCOPY
    No. of pages 4
    ___ Paper bound
    ___ Hard bound
    X Loose-leaf
    Photos: Yes ____ No ____
    Diagrams: Yes ____ No ____

    ___ VIDEOTAPE
    ____ Minutes
    ___ B & W
    ___ Color
    ____ inches

    ___ FILM
    ____ Minutes
    ___ B & W
    ___ Color
    ____ mm

    ___ MICROFICHE
    ___ B & W
    ___ Color

___ SLIDES
No. of frames ____
___ B & W
___ Color
___ Audio
___ Carousel provided
___ Other packaging used
(Specify) ____

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No. of frames ____
___ B & W
___ Color
___ Audio

___ AUDIO
___ Automatic synch
___ ____ Hz
___ Manual cue
___ Reel
___ Cassette
___ Cartridge

___ OTHER
Specify
____
____
____

12. Availability

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For sale @ $ ____ per copy
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____ Loan copy available

Contact: Name Sr. Vivian Whitehead, O.S.F., Ph.D. Phone (815 729-2662

Address 1550 Plainfield Rd. Joliet IL Zip Code 60435

13. Copyright Restrictions:

Contact: Name ____ Phone ( ) ____

Address ____ Zip Code ____

14. What level(s) of assistance is required to provide implementation of this outcome?

____ awareness ____ understanding
____ deciding _x_ implementing

15. Are Consultive/Inservice (or staff development) available? Yes _x_ No ____

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet, if necessary.)

17. Person Completing this Abstract Sr. Vivian Whitehead, O.S.F., Ph.D

Full Address

1550 Plainfield Rd.

Joliet, IL 60435

815-729-2662 Zip ____

Syllabus for a three session training program for volunteer citizen advocates willing to walk with jail residents during their transition from jail to community

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material SYLLABUS: JOB SEARCH

2. Date material was completed June 1987

3. Please check one: New material ____ Revised material ____ Field-tested material ____X

4. Originating agency CENTER FOR CORRECTIONAL CONCERNS

   Address 1550 Plainfield Rd. Joliet, IL Zip Code 60435

5. Name(s) of developer(s) Sr. Vivian Whitehead, O.S.F., Ph.D and Project Staff

   Address 1550 Plainfield Rd. Joliet, IL Zip Code 60435

6. Developed pursuant to Contract Number 27 RG 649

7. Subject Matter (Check only one according to Department of Education Code):

   Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Arts Education
   ____ 16 Technical Education
   ____ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   __X__ Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6
   ____ 7-8
   ____ 9-10
   ____ 11-12
   ____ Post-Secondary
   ____ Adult
   __X__ Teacher (Pre-service)
   ____ Administrator (Pre-Service)
   ____ Other (Specify) ____

9. Intended for Use By:

   ____ Student
   __X__ Classroom Teacher
   ____ Local Administrator
   ____ Teacher Educator
   ____ Guidance Staff
   ____ State Personnel
   ____ Other (Specify) ____

10. Student Type:

    ____ Regular
    __X__ Disadvantaged
    ____ Handicapped
    ____ Limited-English Proficiency
    JAIL
    ____ Other (Specify) ____

11. Medium and Format of Materials:

___ HARDCOPY	___ VIDEOTAPE	___ FILM	___ MICROFICHE
No. of pages 6	____ Minutes	____ Minutes	___ B & W
___ Paper bound	___ B & W	___ B & W	___ Color
___ Hard bound	___ Color	___ Color	
X Loose-leaf	____ inches	____ mm	
Photos: Yes ____	No ____		
Diagrams: Yes ____	No ____		

___ SLIDES
No. of frames ____
___ B & W
___ Color
___ Audio
___ Carousel provided
___ Other packaging used
(Specify) ____

___ FILM STRIPS
No. of frames ____
___ B & W
___ Color
___ Audio

___ AUDIO
___ Automatic synch
___ ____ Hz
___ Manual cue
___ Reel
___ Cassette
___ Cartridge

___ OTHER
Specify:
____
____
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12. Availability

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For sale @ $ ____ per copy
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____ Loan copy available

Contact: Name Sr. Vivian Whitehead, O.S.F., Ph.D. Phone (815 729-2662

Address 1550 Plainfield Rd. Joliet IL Zip Code 60435

13. Copyright Restrictions:

Contact: Name ____ Phone ( ) ____

Address ____ Zip Code ____

14. What level(s) of assistance is required to provide implementation of this outcome?

____ awareness ____ understanding
____ deciding _x_ implementing

15. Are Consultive/Inservice (or staff development) available? Yes _x_ No ____

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet, if necessary.)

17. Person Completing this Abstract: Sr. Vivian Whitehead, O.S.F., Ph.D

Full Address

1550 Plainfield Rd.

Joliet, IL 60435

815-729-2662 Zip ____

Syllabus for an eight session in-jail course in career exploration and pre-employment skills

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material TRANSITIONS: VOCATIONAL EDUCATION FROM JAIL TO COMMUNITY (MODEL PROGRAM

2. Date material was completed June 1987

3. Please check one: New material ____ Revised material ____ Field-tested material X

4. Originating agency CENTER FOR CORRECTIONAL CONCERNS

   Address 1550 Plainfield Rd. Joliet, IL Zip Code 60435

5. Name(s) of developer(s) Sr. Vivian Whitehead, O.S.F., Ph.D and Project Staff

   Address 1550 Plainfield Rd. Joliet, IL Zip Code 60435

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   ____ 10 Industrial Arts Education
   ____ 16 Technical Education
   ____ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   X Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6 ____ 7-8 ____ 9-10 ____ 11-12
   ____ Post-Secondary X Adult ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service) ____ Other (Specify) ____

9. Intended for Use By:

   ____ Student ____ Classroom Teacher ____ Local Administrator
   X Teacher Educator X Guidance Staff ____ State Personnel
   ____ Other (Specify) ____

10. Student Type:

    ____ Regular ____ Disadvantaged ____ Handicapped
    ____ Limited-English Proficiency X Other (Specify) Jail Residents

11. Medium and Format of Materials:

    ___ HARDCOPY
    No. of pages ____
    ___ Paper bound
    ___ Hard bound
    X Loose-leaf
    Photos: Yes ____ No ____
    Diagrams: Yes ____ No ____

    ___ VIDEOTAPE
    ____ Minutes
    ___ B & W
    ___ Color
    ____ inches

    ___ FILM
    ____ Minutes
    ___ B & W
    ___ Color
    ____ m.m

    ___ MICROFICHE
    ___ B & W
    ___ Color

___ SLIDES
No. of frames ____
___ B & W
___ Color
___ Audio
___ Carousel provided
___ Other packaging used
(Specify) ____

___ FILM STRIPS
No. of frames ____
___ B & W
___ Color
___ Audio

___ AUDIO
___ Automatic synch
___ ____ Hz
___ Manual cue
___ Reel
___ Cassette
___ Cartridge

___ OTHER
Specify:
Resource List of Community Agencies Brochure

12. Availability

___x___ One copy free
_____ In ERIC system (No. _____)
For sale @ $ _____ per copy
_____ Not available
_____ Loan copy available

Contact: Name Sr. Vivian Whitehead, O.S.F., Ph.D. Phone (815) 729-2662

Address 1550 Plainfield Rd. Joliet IL Zip Code 60435

13. Copyright Restrictions:

Contact: Name _____ Phone ( ) _____

Address _____ Zip Code _____

14 What level(s) of assistance is required to provide implementation of this outcome?

_____ awareness
_____ deciding
_____ understanding
___x___ implementing

15. Are Consultive/Inservice (or staff development) available? Yes ___x___ No _____

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
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17 Person Completing this Abstract Sr. Vivian Whitehead, O.S.F., Ph.D

Full Address

1550 Plainfield Rd.

Joliet, IL 60435

815-729-2662 Zip _____

Step by step procedure in developing a program for Transitions : Vocational Education from jail to community. Includes student and teaccher syllabus for an in jail course in career exploration and pre-employment skills, syllabus for advocate training program, transition participant intake registration form, progress report form, profile information form, resource list of community agencies aiding in transition and a step by step porcedure brochure for obtaining help during transition

APPENDIX D
Success Stories

Jim is a 20 year old Hispanic male who was serving a six month sentence for an intimidation charge. The charge had been brought by his father after a drunken brawl the two had had. At the time of the incident Jim was living with his father, step-mother, and several brothers and sisters at his father's home.

Jim and I began meeting on a weekly basis in November and continued meeting until his release in early February. During these sessions, Jim would frequently become emotional and cry. It was his first jail experience and he was having a difficult adjustment. His situation seemed further complicated by the fact that his father had pressed the charges that led to his incarceration.

In December, Jim's girlfriend gave birth to his daughter. This was a difficulte period for Jim because he wanted to hold his new daughter and be with his girlfriend.

As Jim's release date approached we spent more and more time discussing Jim's plans. He had arranged to live with his grandmother. It was really the only option available to him as he had not spoken to his father since the incident.

He was motivated to continue in a community based literacy program. Arrangements were made for him to transfer from our program to another immediately up n his release. Jim was not prepared to work toward his G.E.D., which was one condition of probation, he could only read at a third grade level.

Arrangements were also made for Jim to see counselors at several of the local employment assistance agencies. They had been contacted in advance so they were aware of Jim's inability to read. Jim had been provided with a resume from the in-jail Job Search Class which he was instructed to take with him.

Jim is immature for his age, but he is very friendly and personable. Upon meeting Jim, one is usually struck by how young he seems. He had no experience with social service agencies. He had always been dependent upon others to take care of these matters for him. For that reason I made most of the initial contacts for Jim and let him take care of the rest. I felt that it would be beneficial in the long run if he helped himself.

I was surprised that Jim kept all of his appointments and seemed very motivated to help himself. We kept in contact with frequent phone conversations and occasional meetings. He seemed to be doing well.

Shortly after his release he discovered that his girlfriend was involved with another man and had been for several months. Jim was devastated by that and the news that she was pregnant with this new man's child. She was no longer willing to let Jim see his daughter, and Jim had not been named on the birth certificate so he had no legal rights. This set back affected Jim for several months. He discontinued his job search and moved back in with his father. During this time my only contact with Jim were the letters I wrote him. His father had no phone and Jim was not calling me.

Eventually, Jim did respond to one of my letters by calling and letting me know that he had found a job. He had also taken some legal steps to secure visitation rights so he could see his daughter.

I have seen Jim once and spoken to him and his step-mother several times since then. He is getting along well with his father, and is enjoying his job. So far there has been no resolution in terms of his child, but he remains optimistic.

Jim seems to have matured over these past several months. His new boss is so satisfied with his work performance at the snack shop that Jim is now training and helping supervise other employees.

APPENDIX D
Success Stories

Tony is a twenty year old Hispanic male. He grew up in an unstable environment. His parents were divorced when he was six years old. For the next ten years, Tony was bounced back and forth between his alcoholic mother who was living in Texas, and his emotionally abusive father in Illinois. There were also brief periods of time when one or the other of his parents arranged for him to live with other families.

At age thirteen, Tony was caught sniffing paint and was enrolled in a three month drug treatment program. The program did not appear to have an impact as he continued to sniff paint until he was 17½ years old. In addition, Tony began drinking at age 16 and progressed into a daily drinker by age 17. He used marijuana daily from age 17 until 19. He has also experimented with acid and cocaine. He does not deny that he is chemically dependent.

At age 14, Tony joined a local gang in Joliet, and at 17 he switched to a rival gang. He feels that this move put him in danger as he is now a target for members of the original gang. Even now three years later, he expresses a fear of being alone on buses etc. Tony feels he is too vulnerable. These fears, unfortunately, are not totally unfounded. Several years ago he was beaten up by members of his original gang. His forehead still bears the scars from the broken bottles that he was beaten with.

Presently Tony is a soft spoken, likeable young man who lacks self-esteem. He is very unsure of himself and lacks the discipline he needs to turn his life around. Tony is a follower who admits he is easily influenced by others. I believe Tony has a sincere interest in becoming successful; however, he lacks the know how. Tony was not exposed to quality role models and has found it difficult to break out of the culture he was raised with.

It should also be noted that although Tony hoped to attend college someday, he is presently unskilled and undereducated. His limited work history began the summer of 1984 when he was 17. He worked at a restaurant in Texas for two months. He was a busboy and a fry cook with a salary of $3.35. He was fired because of substance abuse. The owner caught him smoking marijuana, after his shift, behind the restaurant.

Tony's next job began in December of 1984. He worked for two months as a dry wall hanger with a construction company. The company went bankrupt at the end of January 1985. For those two months Tony made $6.50 per hour and worked 40 hours a week.

From January 1985 to January 1986, Tony worked for Great Northern Discount Foods. He was a shelf stocker, and he also unloaded trucks. His hourly wage was $5.50 and he was working 40 hours a week. He quit this job because he found the work unfulfilling and he did not like the people he was working with.

In the summer of 1986, Tony began working for Suburban Seal Coating. He was to be paid $5.50 per hour for 40 hour weeks; however, the company ran into severe financial trouble, and Tony worked the entire summer for a total of $220. When I questioned Tony about why he remained at a job that was not paying him, he said that he was good at what he did. He really liked the work. Tony would like to begin his own seal coat business someday.

Tony worked for National Cleaners for three weeks during the fall of 1986. He was responsible for cleaning the five branches and maintaining the grounds. Tony did not have transportation to get from branch to branch and quit after only three weeks.

In April of 1987, after his release from jail, Tony began working at a restaurant as a dishwasher and busboy. He lost his job when he was reincarcerated on a new charge. The job had paid $3.35 an hour.

I began working with Tony in February of 1987. He approached me one afternoon in jail and asked me if I would talk to him. The initial session lasted approximately one hour. At the time Tony was a trustee and so he was typically busy in the kitchen when I was available in jail. For this reason, it was several weeks before we met for a second time. Shortly before our second meeting, Tony lost his status as a trustee and was returned to jail population. For the next two months, we met two times per week for 45-60 minute sessions.

I quickly discovered that Tony had a difficult time taking responsibility for his actions. He perceived himself as a victim. He had no sense of choice, but rather felt as though he had to do things. He had never really stopped to assess his own behavior. We spent a great deal of time discussing these issues.

We also spent time during our sessions filling out college applications and financial aid forms. Since Tony hoped to return to Texas when his case was completed, I got him copies of all the college catalogs in the San Antonio area. He applied to a junior college in Texas as well as to our local junior college. By doing this, he provided himself with options. This helped reinforce the idea that he has choices.

Tony was released from jail on a recognizance bond April 2, which was almost three months prior to his scheduled court date. Tony admitted that those three months would be difficult. He would not be allowed to leave the state, and he had no money, so he would be returning to the same situation he left.

Tony was released on a Thursday and planned to meet me the following Monday for lunch. That Monday when I met with Tony, he told me he had applied for several jobs on Friday. He also asked if we could skip lunch and if I could take him to several places to apply for jobs. I was impressed by Tony's motivation. We spent part of that afternoon driving around so Tony could apply for jobs.

Tony called several times during the next three days to update me on his job search. Unfortunately, what Tony had not told me was more important than what he was telling me. Tony's father imformed me that Tony was not allowed to live with him. He indicated that he could not trust his son. This surprised me since Tony had led me to believe that he was living at home with his family. In reality, Tony was staying with friends or sleeping on the streets. He was allowed to shower and change at his father's home if his dad was there. Tony had also arranged with his dad for me to be allowed to pick up and drop off Tony there.

On Friday of that week, I scheduled an appointment for Tony and me with a local gang prevention counselor. My hope was that she would be able to help Tony separate himself from the gang. Tony knew how important it was that he not get in trouble over the next three months. If he did, it would probably destroy his chance for probation.

During that meeting Tony seemed very disinterested in what she had to

say. He was nervous and uncomfortable with the presence of rival gang members in the other office. During the hour-long meeting, we discussed Tony's housing situation. The gang prevention counselor, who works for the Center for Community Concerns, gave Tony a voucher for one week's lodging at a local hotel. Tony never moved into the hotel because when he went to check in, there were a number of rival gang members in the lobby.

The following Monday I picked Tony up at his dad's house. He had just received a call from a perspective employer, so we met only briefly and I dropped him off at his new job.

For the next several weeks Tony and I maintained contact with frequent telephone calls. The more settled in Tony got the less frequently he would call me, and the more frequently I had to call him. I felt he was doing well. He had reconciled with his father and was living at home. He was working at the restaurant, and he had scheduled an appointment with an admissions counselor at the local community college.

I was very surprised the first week of June when I discovered Tony was back in jail. He has been charged with another felony. He maintains his innocence, but he does admit that he was the individual who committed the crime.

Tony and I have resumed our weekly sessions in jail. It is during these sessions that I can see just how much changing and growing Tony has done in the past few months. The growth and changes are what lead me to consider Tony a success story. It took year of conditioning to make Tony the person he is today. Likewise, the necessary changes will take time, however, I see real promise in Tony. What is really more important is that Tony is beginning to see real promise in himself.